

EUROPEAN SUMMER SCHOOL OF ANIMATORS

Training manual



European School of Animators

19-25 March 2023
Rome, Italy

Improve your animator skills!



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

European School of Animators was a training course for youth workers organised by Don Bosco Youth-Net ivzw with the financial support of Erasmus+ and has been supported by 'Turismo Giovanile e Sociale' and 'Salesiani per il Sociale' for the hosting.

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 5 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 tried to contribute 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 main aim of the activity is to make young animators familiar with the new options that the developing society brings for youth work. Change is the only constant we can count on. This will be the starting point of the project and through many different activities the participants will find ways to handle the changing reality.

1. To develop different personal and professional skills and abilities in a European context.
2. To transmit values of European and intercultural awareness for a multiplying effect in local organisations.
3. To provide an international experience with an intercultural perspective.
4. To offer knowledge, strategies, and methodologies in non-formal education that participants can implement at the local level in their organisations.
5. 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.

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. Every organisation has done its best to send 2 participants. DBYN contributed with 2 trainers and Salesiani per il Sociale and Turismo Giovanile e Sociale contributed with 7 people (including the hosting team and participants).

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.

For that reason, we decided to do the good mornings and good nights with the collaboration of our participants. This was a possibility to change spirituality perspectives and open the intercultural dialogue and share this prayer moments together.

Programme overview

Daily timetable	Sunday 19/03/2023	Monday 20/03/2023	Tuesday 21/03/2023	Wednesday 22/03/2023	Thursday 23/03/2023	Friday 24/03/2023	Saturday 25/03/2023	
Theme of the day	Arrival of Participants	Introduction to youthwork Youth participation as a social transformation engine	Games and skills	Non-Formal Education	Changing realities	Closure day	Departure	
08:30 – 09:10		Breakfast						
09:15 – 09:30		Good morning						Departure of the participants
09:30 – 11:00		Teambuilding + Fears and expectations	General skills + how to structure animation?	Discover new methods of Non-Formal Education	Changing realities within groups of young people and youth work: reflection	How to organise a group project on your own		
11:00 – 11:30		Coffee Break						
11:30 – 13:00		Sharing the work of the participants in each organisation	WORKSHOP: creating games/projects from our own ideas	Methods COMPASS	Changing realities within groups of young people and youth work: skills, games, tools, resources.	Accreditation systems: YouthPass		
14:00 – 15:00		Lunch						
15:00- 16:30	Free time						Departure of the team	
16:30 –18:30	Visit to the hostel and introduction to the programme of the week	Social inclusion in all youth realities + Introduction to the educational style of Don Bosco	Introduction in TEAM PACO	Outdoor activity-Rome	Implementation of content in own organisations	Accreditation systems: YouthPass		
18:30 – 19:00		Coffee break						
19:00 – 20:00		Social inclusion in all youth realities	Diversity and the role of the youth worker	Outdoor activity-Rome	Activities for youth using technology	Evaluation of the week – Educational impact		
20:00 – 21:00	Reflection and evaluation					Mass		
21:00 – 22:00	Dinner							
22:00 – 23:00	Getting to know each other – Visit of the hostel	Intercultural evening	Games night	Cultural evening	Games night	Farewell party		
23:00 – 23:15	Good night							
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 EUROPEAN 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, Mladinski-Ceh, Don Bosko Centar Podgorica, Domka, The delegature (office) of the order of St. Francis de Sales in Ukraine, Salezjanski Centrum WDM, Salesian Pastoral Youth Service, Aktionszentrum Benediktbeuern, Salesianer Don Boso Austria, Don Bosco Youth-Net.				
JE			Duration		
City/Town	Country	Start date	End date	Activity duration (excluding travel days)	Travel days
Rome	Italy	19/03/2023	25/03/2023	5	1
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 DAY	
AM/PM	Arrival and accommodation of the participants	<p>Description: Participants will arrive in Rome by plane or train. We will give them the main directions to get the venue, Pio XI. We will pick up from the airport the minor participants. We will give them their room to have rest and accommodate until the whole group arrive to the venue.</p> <p>Objectives: To give the participants the most important information to get the venue and take a special accompanying to the minor group of participants. To give the participants the possibility to rest until the whole group has arrived.</p>
PM	Visit to the hostel and introduction to the programme of the week	<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 Pio XI and CNOS. 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 introduce the program, to establish standard rules, and to address administrative issues.</p>
PM	Getting to know each other	<p>Description: Very nice energetic way to be welcomed, learning a bit more about the group, sharing first dynamics and dances and getting to know each other.</p> <p>Objectives: feeling welcome, creating a good atmosphere from the beginning, learning names and a bit of everyone.</p>

DAY 2 INTRODUCTION TO YOUTHWORK + YOUTH PARTICIPATION AS A SOCIAL TRANSFORMATION ENGINE		
AM	Teambuilding + fears and expectations	<p>Description: 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 considered by the trainers and the hosting team, in the development of the training sessions.</p> <p>Objectives: To create a pleasant and trusting climate and to encourage active listening and participation. To know what the expectation are that the participants have for the training, and to show the concerns and fears before the TC.</p>
AM	Sharing the work of the participants in each organisation	<p>Description: Through the realisation of a game or a dynamic of presentation, each organisation will have time to present his/her organisation and the work they do there. This presentation should be previously prepared for the representatives of each organisation.</p> <p>Objectives: To discover what is done in the different participating organisations. 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 + introduction to the educational style of Don Bosco	<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. We will address the content to the methodology of Don Bosco, the main aspects, and the Preventive System.</p> <p>Objectives: To present good practices, challenges, and innovation in the European sphere, as well as progress in the development of youth services. To let the participants knowing more about Don Bosco Educational approach.</p>
PM	Intercultural evening	<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>

DAY 3			GAMES AND SKILLS
AM	General skills + how to structure animation?	<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	WORKSHOP: creating games/projects from our own ideas	<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 games and proposals that they can use in their organisations.</p> <p>Objectives: To provide the participant creative resources that could implement in their entities.</p>	
PM	Introduction to TEAM PACO	<p>Description: Presentation TEAM PACO as a way to prevent crisis. TEAM PACO is the title of the method to make our participants take an active role in, and are guided to make the best of, their own learning process.</p> <p>Objectives: To know what to do during the implementation of projects and activities when something goes wrong, or a problem comes up.</p>	
PM	Diversity and the role of the 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 the 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>	
PM	Games night	<p>Description: The participants will be invited to select one of the games and programmes in groups they developed during that morning. Playing and letting them lead this moment, also opens the possibility to evaluate and direct the reflection about the whole process of creating, implementation, and evaluation.</p> <p>Objectives: To accept the different opinions and beliefs, to reflect about the moment of playing and learning by doing, proposing games, dynamics and then knowing how to evaluate them and adapting during the process.</p>	

DAY 4		NON-FORMAL EDUCATION
AM	Discover new methods of Non-Formal Education	<p>Description: Through different dynamics we will show them the differences between learning processes, the way of learning each one of us have and barriers and boundaries inside the education world.</p> <p>Objectives: To give the content and the differences about NFE, Formal education and Informal Education. Reflect and grow with them their awareness about their learning process sharing their experiences.</p>
AM	Methods-COMPASS	<p>Description: Through different participative dynamics, the trainer will present the most important and useful educational manual COMPASS, that are available to work with youngsters. We will see examples of good practices in using it and we will do some of the dynamics with the participants.</p> <p>Objectives: To promote this material and method with the participants. To provide them the resource and let them know how to search inside and select the correct session to their groups.</p>
PM	Outdoor activity: Visiting Rome	<p>Description: This afternoon and evening we will enjoy a playful moment in the city of Rome. The whole team (trainers, participants, and hosting team) will go to visit the city, the main places, and other truistical spots. 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 he most typical gastronomy.</p> <p>Objectives: To visit the city or Rome and to get into its current culture, knowing its roots and traditions and living with the local people.</p>
PM	Intercultural evening	<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 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>

DAY 5	CHANGING REALITIES	
AM	Changing realities within groups of young people and youth work: reflection	<p>Description: To reflect about the process of things we need to take in count in the moment we are planning and changing our closest reality.</p> <p>Objectives: To promote the sharing between the participants and to see how comparing different circumstances and realities they can also learn and participate in the common reflection.</p>
AM	Changing realities within groups of young people and youth work: skills, games, tools, resources	<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 using our own skills and make them grow while doing and adapting.</p>
PM	Implementation of content in own organisations	<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	Activities for youth using technology	<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>
PM	Games night	<p>Description: We will provide general table games, music, a guitar, speakers, music to the participants to make them chose and select what they want to do during the night. We will suggest a chill night in which they can sing, play games and talk.</p> <p>Objectives: To share a good time together before going to sleep, sharing good games, and sharing a calm leisure time.</p>

DAY 6	CLOSURE DAY	
AM	How to organise a group project on your own	<p>Description: The trainer will guide the participants into the reflection of the previous day, about 'Implementation content in our own organisations'. Then they will design the implementation and organisational processes of what they learn during the TC to do in their organisations.</p> <p>Objectives: To guide a reflection in which the participants will develop possible projects or activities to implement what was developed during the TC in their sending organisations.</p>
AM	Accreditation systems: YouthPass session	<p>Description: The trainer will present the different accreditation systems available for volunteers. Subsequently, the participants will put what they learned into practice; they will complete the YouthPass. We will guide them through the process of thinking and reflection about their learning process and competence development during the training week.</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	Evaluation of the week- Evaluation of the educational impact	<p>Description: The trainers will kindly request the participant to evaluate the TC as well as their personal educational impact. 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>
PM	Farewell party	<p>Description: It would be an event and night feast to celebrate the time that the participants have spent together.</p> <p>Objectives: To finish the training course in a shared and fun way, thanking all the participants their attendance.</p>

DAY 7	DEPARTURE DAY	
AM/PM	Departure of the participants and departure of the team	<p>Description: all the participants, trainers and team will come back to their homes. We will organize the group to provide help to the participants that may need it.</p> <p>Objectives: to organize the participants to provide everyone someone to go with to the airport or train station if it's possible.</p>

Session Outlines

Arrival day

Introduction to the programme and visit to the venue: Getting to know each other

Timing in the programme	Sunday afternoon
Background/rationale	The participants had a long journey reaching Rome Pio XI.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Feeling welcomed. • Accommodate the participants and show them
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> ➤ We will wait for the arrival of the participants in Pio XI and CNOS centre, the address we gave them inside the 'Infopack'. We will give them the keys to rest until the time of starting to give them some time to rest and accommodate. ➤ Once they all arrive, we will organize small games to get to know each other better and starting to share some information about themselves. ➤ We will also have a tour visit inside the building and all the 'Istituto Pio XI'. This will give us a better knowledge of the places we will go to have all the meals, to rest and, to have the sessions. ➤ We will explain several rules and general information about the week. We will show some practical information about the programme and the schedule. ➤ Finally, we will have the visit of the Salesian coordinator of the National Centre.
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 • Several small dynamics and games prepared • WhatsApp group prepared to give them some reminders and the programme of the week.
Further reading	n/a
Appendices	n/a

Day 1

Fears and expectations

Timing in the programme	Monday morning
Background/rationale	The expectations of the participants are gathered, so the trainers can get a feeling for the group and can adjust the seminar to the needs of the participants.
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 must 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 <p>What can I contribute to the group? (Example: positive spirit, language skills...)</p> <p>The Flipcharts in different areas of the room will be:</p> <ul style="list-style-type: none"> • Worries, • Expectations, • Questions, • What do I bring to the seminar. <p>The pax get time to write down 1-2 things on each flipchart on post its. The Flipchart are presented by the trainer while giving context to the seminar and our approach to it.</p>
Outcomes	<ul style="list-style-type: none"> • The biggest fear was the language barrier • They expect to learn a lot of new games and to meet international people • They can contribute cultural things of their country, smiles, positive spirit...
Evaluation	<p>Positive:</p> <p>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 thinks'.</p>
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Markers • Pens • Different coloured post-its
Further reading	n/a
Appendices	<p>3 flipcharts for</p> <ul style="list-style-type: none"> • Fears • Expectations • Contributions

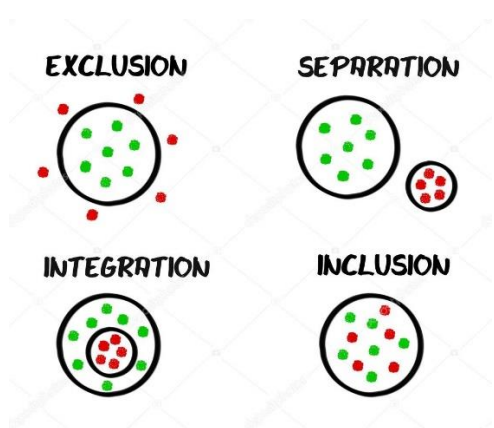
Team building

Timing in the Programme	Monday morning 2 nd session
Timeframe	30-45 min.
Background/rationale	The group only got to know each other a little bit. In order for the group to form the teambuilding is implemented
Aims/ objective of the session	Repeating the names. Getting to know each other. Reflecting on team-dynamics and comparing them to the animation teams the pax are part of in their hometowns.
Description of the Session	<p>Start: Energizer - The Pax are in a circle throwing a rope to each other to build a net between them. While throwing the rope they say the name of the person they are throwing to.</p> <p>Team Building: Transport the bomb</p> <p>There is a ball/ bottle on the ground (The bomb), that needs to be safely transported to a secure area (goal). The pax can't touch the "bomb" and the rope-net between them is their only way of transporting it. The pax have to pick up the "bomb" with the net and transport it through an obstacle course to the goal. Obstacles can be stairs, something to go over, under or around, etc.</p> <p>If the "bomb" drops before the secure area the pax have to start again from the beginning of the course.</p> <p>After the end of the teambuilding pax reflect:</p> <ul style="list-style-type: none"> • What was difficult? • What was easy? • What did they notice? • What helped us reach the goal? • What roles did the individuals in the group take on? • What are the parallels to the teamwork they need to do in their animator-team?
Outcomes	The pax become a team and learn to communicate. They find out each other's strengths in group dynamics and they reflect on the group dynamic.
Evaluation	As we had participants from Ukraine, we changed the name of the team building and didn't talk about a bomb.
Materials and spaces	<ul style="list-style-type: none"> • Thread/rope • Ball/bottle • Goal-mark • Starting mark • Obstacles • Route
Further reading	n/a
Appendices	n/a

Sharing the work of the participants in each organisation

Timing in the programme	Monday 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	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)	<p>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.</p> <p>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.</p>
Outcomes	<p>The museum consisted of ten pieces representing organisations that differed in several aspects such as way and moments of working, number of volunteers/professionals...</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	The pax really participated in an active way. They all had creative visualisations of their organisations. There was a high interest in the other organisations. The pax asked a lot of questions by each museum piece. It was a good way to show all the information and leaving it for the rest of the days to continue the sharing.
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Pens • Pencils • Markers • Post-its • Creative colours and crayons
Further reading	n/a
Appendices	n/a

Social inclusion in all youth realities in all youth realities + Introduction to the educational style of Don Bosco

Timing in the programme	Monday afternoon – first session
Background/rationale	<p>Starting from the same point, all the participants came from a Salesian organisation. So, for that reason and following the starter session of the week, now they know more about the other member organisations, what do we have in common? Are we creating an inclusive reality in every of our youth centres?</p> <p>The pax learn about the Preventive system of Don Bosco. How this model/way/approach/style/system, is educating and accompanying young people today. They will get a first background of what the Salesian System consists of and why it should be preferred. They look and reflect about the advantages and its application in the daily animation.</p>
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. • The pax get a first understanding of the Preventive System of Don Bosco. • The pax get a first understanding of the different parts and concepts inside the system. • The pax get an understanding of why the System it should be preferred and its application.
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;">  </div> <p>Brainstorm about “inclusion”</p> <p>Discussion about inclusion and the difference with integration</p> <p>Game about the diamond of inclusion.</p>



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. After all, we will give them the floor to share experiences in their youth centres and how they do it.

SECOND PART OF THE SESSION

INTRODUCTION

-To start the session, we will ask the participants to think about this question, and we will do a **brainstorming** together. The facilitator will draw and note all things participants know in a flipchart. We will complete it by the end of the session. (10')

-**Definition Game:** Organize word with definition. (15')

*Way

- Used to talk about the direction in which something is facing:
- A route, direction, or path
- A distance or a period of time
- The manner in which someone behaves or thinks, or in which something happens
- The space needed for a particular movement or action

*Style

- A way of doing something, especially one that is typical of a person, group of people, place, or period
- To be the type of thing that you would do
- Fashion, especially in clothing
- A particular shape or design, especially of a person's hair, clothes, or a piece of furniture
- High quality in appearance, design, or behaviour

***Approach**

- To come near or nearer to something or someone in space, time, quality, or amount
- To deal with something
- To speak to, write to, or visit someone in order to do something such as make a request or business agreement
- A way of considering or doing something
- The fact of getting nearer in distance or time

***System**

- A set of connected things or devices that operate together
- A set of organs or structures in the body that have a particular purpose
- The way that the body works, especially the way that it digests food and passes out waste products
- A way of doing things
- A particular method of counting, measuring, or weighing things

Conclusion (5')

On March 12, 1877, in Nice during a solemn opening of St. Peter's Youth Centre in the new quarters of the Patronage de Saint Pierre, Don Bosco gave an address. For many reasons it was important that the event should go well; for this reason, Don Bosco took as his subject-matter his system of education, to which he had begun to give the title "Preventive". Upon Don Bosco's return to Turin, he had his address written up in more polished form, with also a French translation: he had spoken on the occasion itself in a mixture of Italian and French. It underwent various re-editing. Originally published together with the account of the solemn opening - it began life essentially as a propaganda document - it eventually acquired a life of its own, representing as it does Don Bosco's only attempt at setting out his educational principles in systematic form. The translation is based on Braido's 'Document R', which contains later refinements to the text, and which was printed together with the Regulations for The Houses Of The Society Of St Francis Of Sales, in 1877. (Critical Edition: P. BRAIDO -- Translation and Notes: P. LAWS).

PARTS – CONTENT of the Salesian Preventive System (40')

In What Does the Salesian Preventive System Consists, and Why It Should be Preferred

Starting this second part of the session, it's important to put inside the educational context where is the Preventive System, and why this is developed by DB in his time. The facilitator will explain the difference between the repressive and preventive system showing it in a really easy-going flipchart.

Then the participants will divide in 4 different groups, where they will have to define and summarize the information given (Appendix III), about why the Preventive system is preferable and explain the other groups the content of theirs.

Being forewarned + Safety/Containment + Loving-Kindness.

Proactive presence + Participation/Empowerment

Reasonableness + Religious Belief + Therapeutic process.

Family spirit + Community Belonging + Opportunity Led work

When all the groups explain their presentation (10'), we will have 5 minutes to manage all the questions and summarize all the content said.

1. The young person at the centre

- *Positive and optimistic outlook*
- *Unconditional acceptance*
- *Helping them to grow and mature*
- *To find their place in the world*

2. Educating to transform society

- *To make it more humane, fraternal, and supportive.*
- *Where we can grow in equality*
- *Structures at the service of people*
- *Plural, participatory and respectful*
- *Aware of those who are excluded*
- *Peaceful and non-violent*

3. Grounded in gospel values

- *Christian proposal for education in non-formal education.*
- *Invitation and proposal, not imposition*
- *Educating in the key of process and integrally*
- *Salesian Youth Spirituality*
- *Living the faith in a group, in the Church*
- *To discover one's own vocation.*

4. In Salesian style

- *It is a concrete style to EDUCATE*
- *Following Don Bosco's 'preventive system'.*
- *Fundamental importance of the environment*
- *Personal and educational relationship*
- *Encouraged by an educational community*
- *Enhancing the best that is within*

APPLICATION + REFLECTION

Explanation of the Preventive system application, conclusion of the last point relating.

After everything you've seen,

- *How do you see your reality at your youth centre?*
- *What do you think are the strengths and weaknesses of your youth centre?*
- *What proposals for improvement or change would you make to better adapt to the proposal?*
- *Do you think that the monitors in your youth centre are aware of the proposal and/or are concerned about applying it? If not, what do you think is the reason?*

	<ul style="list-style-type: none"> • When starting a new project (course, musical, activity...), do you set objectives that seek to give shape to the proposal we have seen? • What can you personally do to improve this reality? <p>We will do a Mentimeter word cloud to know which is the output from the session</p> <p>We will watch the video as a conclusion: https://youtu.be/pOSarWFUsVo</p>
Outcomes	<ul style="list-style-type: none"> • The pax got to know different kind of inclusion • Tips and tricks to adjust a game • Knowing better the Preventive system of Don Bosco • To relate both contents inside the session: inclusion and educational system of Don Bosco.
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 inclusion, exclusion... • Flipcharts for brainstorm about inclusion • Flipcharts about the Preventive system • Printed Appendixes • Conclusive video • Markers • White paper
Appendices	App I. and App II.

Intercultural evening

Timing in the programme	Monday Evening
Background/rationale	Getting the group closer together and have them share about their cultures and countries for a better intercultural understanding.
Aim(s) / objectives of the session	<ul style="list-style-type: none"> • To know more about each culture. • To foster interpersonal relationships and interculturality.
Description session (Methodology, methods, timing)	Participants will share and explain what they bring from home and why is it a tradition. We will also share different dances and typical traditions of every country.
Outcomes	The Participants had a good time and learnt some traditions and words in different languages.
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.</p>
List of materials & space required	<ul style="list-style-type: none"> • Party decorations • Food • Speakers • Lights
Further reading	N/A
Appendices	N/A

Day 2

General skills + How to structure animation + TEAM PACO

Timing in the Program	Tuesday morning
Background/ rationale	During the second session of the morning, the participants knowing now more about their realities, we think they can reflect and share their experiences and the skills they think they have. It's also a good moment to learn about the experiences of the others.
Aims/ objective of the session	<ul style="list-style-type: none"> • The participants will know core skills of an animator • They can plan an animation with a risk assessment • They can manage a crisis during an animation
Description of the Session	<p>1. Crisis:</p> <p>Individual task: Think about crisis situations/ problems you encountered during an Animation/ Game/ Summer camp (as an Animator) and write down 3.</p> <p>Group task: Pax build groups of 4 People. Each group member tells the others one case. After that the group chooses one case and discuss:</p> <ul style="list-style-type: none"> • How was it solved • What skills were needed in the situation • What could/ should have been done beforehand to avoid the situation <p>Whole group: the pax present their outcomes of the small groups. One person of each group presents while the other gathers on post its. The post its are put on two different flipcharts. One Flipchart is for all the skills they found the other is a to-do-list with everything they can do to avoid a crisis situation</p> <p>2. Presentation of TEAM PACO as a way to prevent crisis: Asking for examples for each category from the pax</p>
Outcomes	Participants showed a good understanding and opening to learn how to face these kinds of problems.
Evaluation	They worked very well in groups and cooperated to design the task.
Materials and spaces	<ul style="list-style-type: none"> • Flipcharts • Post its • Pens • TEAM PACO Flipchart
Future reading	N/A
Appendices	Team Paco flipchart (Cf. Flipchart manual)

Workshop: creating games/projects from our own ideas

Timing in the programme	Thursday afternoon and evening
Background/rationale	Now it is the moment and the session to put all the things learnt to this point. Participants have enough tools to think and organize their knowledge and design some practices.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To work together and cooperate. • To boost teamwork and the creativity of the participants. • To get the participants know how to adapt the game they have to create.
Description session (Methodology, methods, timing)	<p>Brief explanation of the 'Games structure' + 'Act now' handbook + use the Team PACO, presented that very morning.</p> <p>We will give the participants different cases and some things they have to include in their games:</p> <ul style="list-style-type: none"> • Group 1: Playground game for around 20 pupils between 8-12. • Group 2: Inside game for a rainy day. • Group 3: Gymkhana/feast for the day of Don Bosco. You will have to get the whole community involved. • Group 4: Summer camp game without materials. <p>Later, they will have to 'evaluate' the other participants' games, in order to select 'the best' one to play at that night</p>
Outcomes	The participants were very happy expressing and sharing their own ideas. Also creating a contest to select between them which game we were going to play all together that night, gave them a boost of creativity and motivation.
Evaluation	They shared good proposals with the adequations we said to each group.
List of materials & space required	<ul style="list-style-type: none"> • Speakers • Markers • Paper • Flipcharts • Other materials the participants may need.
Further reading	n/a
Appendices	n/a

Diversity and the role of the youth worker

Timing in the Program	Tuesday afternoon second session.
Background / rationale	We will take in count which content and what was missing, and we couldn't finish in the day before. Also see session: 'inclusion in all youth realities'
Aims and objective 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.
Description of the Session	Finishing the content about inclusion we didn't do the day before. (cf. Social inclusion in all youth realities in all youth realities + Introduction to the educational style of Don Bosco)
Outcomes	<p>The participants related everything with the previous session about inclusion.</p> <p>It was a good moment to clear doubts and problems they faced in the past.</p>
Evaluation	We had to move this session to this time frame to make the link between session better.
Materials and Spaces	Same as the other template.
Appendices	Same as the other template.

Games night

Timing in the programme	Tuesday evening.
Background/rationale	Outcomes from the evening session.
Aim(s) / objectives of the session	To let the participants, enjoy and guide their own games developed the past session.
Description session (Methodology, methods, timing)	During this session we will let the participants develop with our help if needed, the game they developed and that inside the whole group in the previous session we chose it was the best organised and structured.
Outcomes	All the participants, not only the ones who were leading the evening moment, enjoyed a lot. It was a good moment to give them the lead and organize the evening with all the work they had been doing.
Evaluation	It was a good idea to do a small reflect to conclude both sessions and to evaluate some gaps or errors during the game. Everyone, also the other participants, was involved completely, playing, and giving their own opinion and evaluation of the game.
List of materials & space required	<ul style="list-style-type: none"> • Materials participants need for their future game.
Further reading	N/A
Appendices	N/A

Day 3

Discover new methods of Non-Formal Education

Timing in the programme	Wednesday morning.
Background/rationale	The pax learn about non-formal education. They learn about learning styles, how their own style affects 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 learning cycle of Kolb • The pax get a first understanding of the different concepts “formal, non- formal and informal learning”. • The pax get a first understanding of the different learning styles.
Description session (Methodology, methods, timing)	<p>1. Getting to know the different learning styles of Kolb in an active way</p> <p>We have 4 different rooms (or 4 different places). The pax get the task to learn how to sing and play the song “Cups”. In each room there is a different way to learn how to do it, according to the 4 learning styles of Kolb.</p> <ul style="list-style-type: none"> • Text-manual (see: S5document). • Demonstration and guidance from an “expert”. • Trial and error (+photos). • Video (https://youtu.be/Y5kYLOb6i5I). <p>The pax have 25’ to try to learn how to play the song all together with at least 2 rounds following the steps of the cup’s choreography. Afterwards they will present to the rest of the group what they could learn. Later together again in 4 small groups they discuss about the 4 places: In which way did you learn 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. 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:</p> <ul style="list-style-type: none"> • What do these concepts mean? • What are the differences?

	<ul style="list-style-type: none"> • 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>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.</p> <p>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. Short debriefing – what happened? Did it work? Different stages of the “learning process” (+explanation from cycle of Kolb). (See Appendix IV – Learning styles of Kolb).</p>
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Markers and pens • Cups (one for each) • Text explanation of how to learn • Infographics for the cup song • Learning styles of Kolb Flipchart • Internet connection • Flipchart about Formal / Non-Formal /Informal education • Mobile phones
Further reading	N/A
Appendices	<ul style="list-style-type: none"> • Appendix IV – Learning styles of Kolb • Appendix V – Different learning styles • Appendix VI – Learning styles of Kolb – Cup song text • Appendix VI – Learning styles of Kolb – Cup song images

Methods COMPASS

Timing in the programme	Wednesday morning second session
Background/rationale	The pax learn about non-formal education at the first session during the morning. They learned about learning styles and how their own style affects them as a youth leader, and now in this second session we are going to see deeply what the COMPASS method is. Also, how they can search in it and use it.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Get the pax understanding the COMPASS methodology of working and how is structured. • Reflecting of the use. • The pax get a first understanding of the different concepts as 'taking action', 'tips for ways to promote human rights in their community'.
Description session (Methodology, methods, timing)	<p>We will present to the participants the resource COMPASS and where they can find it. After sharing the pdf version available online, we will play with them to see who is the first one to find a good dynamic of the ones inside created related to the topic or characteristics we say.</p> <p>The following time of the session we will develop a session inside the COMPASS manual with the participant. <i>Open to choose the best that suits the group and its necessities,</i></p>
Evaluation	<ul style="list-style-type: none"> • Interesting sharing • Good session, very good opportunity also to share opinions, thoughts and make a stronger teamwork. • It was a good opportunity not to choose until the day before the dynamic of the compass done, because we knew more the group and we wanted to create a better and stronger teamwork feeling.
List of materials & space required	<ul style="list-style-type: none"> • COMPASS paper version • COMPASS online version to share • Materials depending on the session chosen.
Further reading	n/a
Appendices	n/a

Outdoor activity – Visiting Rome

Timing in the programme	Wednesday afternoon.
Background/rationale	Just in the middle point of the training course, we saved sometime for having a free route and a guided route in the city of Rome.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To visit the city of Rome and some specific Salesian places. • To boost teamwork and the creativity of the participants. • To get into its current culture, knowing its roots and traditions and living with the local people.
Description session (Methodology, methods, timing)	We organised with our hosting team the visit to the Sacro Cuore in Rome, one of the most important places for the Salesian family. We had a guided visit inside the museum and the 'Camerata' of Don Bosco, After the visit, the participants organized in two groups depending on what their preferred to visit.
Outcomes	Learning some new history and data about the Salesian history and Don Bosco.
Evaluation	It was a good moment sharing the free time in the city with the group of participants. Also, the visit our hosting team prepared was a wonderful visit to the group. We were in Sacro Cuore in Rome, the first part of the afternoon, visiting the most important Salesian place in the city. All the pax evaluated this moment as very good and very interesting. They also enjoyed having some free time.
List of materials & space required	N/A
Further reading	N/A
Appendices	N/A

Day 4

Changing realities within groups of young people and youth work: reflection and skills, games, tools, resources.

Timing in the Program	Thursday morning
Background / rationale	How did experience of youth work change (especially during the pandemic)
Aims / objective of the session	Reflect on changes (positive and negative) have an idea where we stand now in youth work
Description of the Session	<p>Reflection: How did youth work look: before, during and after the pandemic The seminar-room has a timeline on the ground (with tape). The timeline is next to a row of tables. On the tables the years and months are written on cards.</p> <p>Task: The pax gather on post its: what activities did I do/ how was this time for me/ how I was involved as an animator for each month/ year on the timeline and pin the post-its on the tables. The pax can read through the post its of the others and engage in small conversations if they want to.</p> <p>In a next step the pax as a group answer the questions from the trainer by positioning themselves on the timeline on the ground. The trainer can ask the following questions:</p> <ul style="list-style-type: none"> • When did you do the most Animator activities • When was your favourite time in as an Animator/ or in an DB Community • When was the worst Animator activity • When where the most changes in the animation work for you <p>After each question the participants can comment on their position on the timeline if they want to.</p> <p>Task in small groups: Discussion on</p> <ul style="list-style-type: none"> • How did Youthwork change in the last three years? • How did youth work in general change since I started as an Animator or as a pax in Animation activities? <p>Whole group reflects:</p> <ul style="list-style-type: none"> • What were the main points you discussed? • Where did you disagree/ agree with each other?
outcome	The timeline brought up mixed feelings, but all pax were happy for the chance to reflect on the pandemic years. Many post its were gathered. During the positioning, some really heavy stories were shared, such as experiences with the war in Ukraine (from the Ukrainian pax) or experience with depression. The pax wanted to share a lot and in order to give them the room to do so the session was extended by half an hour

Materials and Spaces	<ul style="list-style-type: none"> • Timeline on the ground with tape • Row of tables • Time points on moderating cards on the tables • Pens • Post-its for participants
Future reading	n/a
Appendices	n/a

Skills and tools

Timing in the Program	Thursday Morning.
Background/ rational	Following up with the last part.
Aims/ objective of the session	<p>Discovering tools that you need for creating video content and different ways of making video about some activities, in this case European school of animators.</p> <p>The increase 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.</p>
Description of the Session	<p>Gather platforms of digitalisation on Post its</p> <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. (Group discussion)</p> <ul style="list-style-type: none"> • How do you experience digitalisation as an animator • What are challenges and usefulness? • What are the rules at your oratory? / How do you use it there? <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/ or to make an advertisement for the DB Oratorio 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> <p>https://www.dbynbuildingcitizens.net/european-summerschool.html</p> <p>The groups present their projects (on Friday)</p>
Materials and Spaces	<ul style="list-style-type: none"> • Moderation Cards • Flipcharts • Scotch tape

Implementation of content in own organisations

Timing in the programme	Thursday afternoon
Background/rationale	Wrap of the week.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Implementation on what they learned. • What will you take with you to your organisation to facilitate the dissemination. • Make future plans.
Description session (Methodology, methods, timing)	<p>With participants we started session with going through the whole 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 the European school of animators and the knowledge and different stories from other youth organisations, come up with a plan on what they can improve in their organisations. 2. How to present it to the decision maker, boss, coordinator, who will do it and in which way. 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> <p><i>Questions to work on with the participants:</i></p> <ul style="list-style-type: none"> • What do you want to do with the stuff you learn here? • Who can help you with it? • Which difficulties could you encounter? • How can you overcome those difficulties? • What are the subjects you want to learn more about? How can you do this? • What are the different steps you want to take after you get home?
Outcomes	<ul style="list-style-type: none"> • The participants got new ideas to implement in their own organisations. • Between the participants they shared ideas and projects.
List of materials & space required	<ul style="list-style-type: none"> • Computer • Internet • Projector • ACT NOW book of planning projects
Appendices	n/a

Activities for youth using technology

Timing in the programme	Thursday afternoon
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Participants getting to know mobile apps useful for youthwork. • Sharing good practices. • Reflecting of the use.
Description session (Methodology, methods, timing)	<p>Activities for young people using mobile Apps: The session started with the presentation of the 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. We will use also different platforms to share with them resources like: 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> <p>We also tested the Mentimeter, gave 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. After that, we will share with them a brain storming flipchart divided in categories of apps, and tools. With post-its, their task will be to write several tools and for what they are used to use them.</p> <p>Finally, together we have posted some Facebook post with tips and trick what should they do to engage as many people as possible 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, some web tools were presented to make more professional posts for social media.</p> <ul style="list-style-type: none"> • Fotor, online tool for editing photos

	<ul style="list-style-type: none"> • Canva, graphic design tool • YouTube, a lot of content with advice, 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 math and figure out how many information you can share in 3min video about activity. Some advice:</p> <ul style="list-style-type: none"> • Always record short clips until 15 sec 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. <p>Try to use your 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.</p>
Outcomes	Learning good practices and practical tools.
Evaluation	Nice to see a good practice of another member organisation 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.
List of materials & space required	<ul style="list-style-type: none"> • Flipcharts • Internet • Post-its • Pens • Speakers
Appendices	n/a

Day 5

Future Plans – How to follow a project by your own

Timing in the programme	Friday morning.
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 the Pool of Trainers (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 • 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	n/a

Accreditation systems: YouthPass

Timing in the programme	Friday morning second session.
Background / rationale	The pax have to complete their own personal YouthPass for the seminar. Therefore, the YouthPass and its goals are presented
Aims and objective of the session	<ul style="list-style-type: none"> • Pax understand the YouthPass, its goal and the competencies described in the YouthPass. • Pax reflect on their competency development in this seminar
Description of the session	<p>Seminar Room: In the middle of the room is an “octopus” made out of a ball with paper-eyes and 8 arms out of blankets. On each octopus arm there is a card with one of the youth pass competences written on.</p> <p>Introduction: What are competences and how do we develop them?</p> <p>What is YouthPass:</p> <ul style="list-style-type: none"> • Tool to formalize non-formal competences that you learned that aren’t measured by school grades... • Formalise non-formal learnings • Has 8 areas of competences → introduction with the octopus <p>Task in Groups of 3-4 people: find 2 examples for each arm and write them down on post its that you pin on the arms of the octopus.</p> <p>Task 2: Draw an octopus on a piece of paper and write down what you learned during this week in each competence-area/ Also if you want you can write what competences you already have</p> <p>Make each arm shorter or longer depending on if you think your competences in the area are already well developed or still a lot of room for improvement.</p> <p>Introducing the Youth pass website.</p>
Outcomes	All the participants got an explanation on how to fill the YouthPass.
Materials and spaces	<ul style="list-style-type: none"> • Ball • Eyes (out of paper) • Arms (blankets) • Paper • Pens • Laptop • Moderation cards • post its
Future 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 • Pens • A box
Further reading	N/A
Appendices	Outcomes

Appendixes

Appendix I – Definition game – Titles

WAY SYSTEM

STYLE

APPROACH

Appendix II- Definition of games – Definitions

Used to talk about the direction in which something is facing.

A set of connected things or devices that operate together.

A route, direction, or path.

A set of organs or structures in the body that have a particular purpose.

A distance or a period of time.

A way of doing things

The manner in which someone behaves or thinks, or in which something happens.

The space needed for a particular movement or action

A way of doing something, especially one that is typical of a person, group of people, place, or period.

To be the type of thing that you would do.

Fashion, especially in clothing.

A particular shape or design, especially of a person's hair, clothes, or a piece of furniture.

High quality in appearance, design, or behaviour.

The way that the body works, especially the way that it digests food and passes out waste products.

A particular method of counting, measuring, or weighing things.

The fact of getting nearer in distance or time.

To deal with something.

To speak, to write, or visit someone in order to do something such as make a request or business.

A way of considering or doing something.

-To come near or nearer to something or someone in space, time, quality, or amount.

Appendix III- Information for groups about the Preventive system

GROUP I. Being forewarned + Safety/Containment + Loving-Kindness.

Being forewarned

The pupil is not disheartened when he does something wrong, as happens when such things are reported to the one in charge. Nor does he get angry from being corrected, or threatened with punishment, or even from actually being punished, because there has always been through the affair a friendly voice forewarning him, which reasons with him and generally manages to win his friendship, so that the pupil knows there must be a punishment, and almost wants it.

Safety/Containment

‘Enabling young people through encouragement, tolerance and support’

- We establish clear boundaries and limits with a view to enabling the young people to have a sense of order and structure in their lives.
- This setting enables them to experience their emotional distress as ‘encouraged, tolerated and supported’

Loving-Kindness

‘The practice of the Salesian Preventive System is all based on the words of, who says, Love is patient, love is kind... it bears all things... hopes all things... endures all things’ (Don Bosco)

- We accompany the young people with a love and understanding based on their needs; an acceptance that facilitates the young person’s confidence; a relationship that instils a sense of inward security and supports his growth as a human being and as a faith filled person.

GROUP II. Proactive presence + Participation/Empowerment

Proactive presence

‘Every staff member should make a point getting to know the young people in their care, of informing themselves of their previous history and should show themselves to be their friend’

- We engage with each young person from the moment they enter our care, getting to know them, building on their interest, engaging them in activities and games, inviting them into a relationship of trust while recognising and planning for challenges this brings.

Participation / Empowerment

‘Through the responsive process of democratic inclusion, the therapeutic community provides an environment in which the young people can begin to rebuild themselves as agents in their own lives and thereafter citizens of the world beyond’

- We believe that open and honest communication is at the heart of the approach taken in our work with the young people and with each other.
- We actively seek to involve the young people as much as possible in all aspects of living, through consultation, interdependent responsibility for decision making and helping them to take responsibility for their actions.

GROUP III. Reasonableness + Religious Belief + Therapeutic process.

Reasonableness

‘Educators should be convinced that young people are intelligent by nature, and can recognise the good that is done to them personally, and at the same time they are gifted with good hearts which are readily open to gratitude’

- We accept young people as they are. We explain clearly the reasons behind the rules/boundaries, our requests, demands, expectations, motives and plans while respecting the young person and his opinion even when it is different. There is no place here for harsh rules, harsh punishments or threats, even in the face of the most challenging of behaviours.

Therapeutic process

‘The therapeutic aim is to enable fragile young people to develop their capacity to manage themselves in relation to others and to be responsible for their own choices’
Tomlinson, (2004).

- We aim to provide an atmosphere and ethos where change from within can occur. We pay attention not just to the outward behaviours but also to the young person’s inner world.

- We believe by providing safe nurturing relationships the young person can begin to heal past hurts. Our hope is that this frees them up to grow and develop to their full potential.

Religious Belief

‘Jesus says: ‘I have come that you may have life and have it to the full’ Jn 6:14

- We commit ourselves to engaging with the young person in terms of their spiritual needs and meaning / purpose in life. Don Bosco’s own Christian faith and upbringing in life provided him with the strength and motivation to meet and accept each young person with a loving heart and the gift of hope.

- Like Don Bosco, we take every opportunity to open ourselves to the source of inspiration he found in the person of Jesus as we journey with the young person and his life story.

- We respect other religions and philosophies of life aware that every human being struggles with the spiritual questions and looks for sources of inspiration.

GROUP IV. Family spirit + Community Belonging + Opportunity Led work

Family spirit

‘Young people are the most precious yet vulnerable part of the society’ DB

- We work to make each of our houses a home, a setting which is warm, friendly and respectful, that nurtures a sense of belonging, offers security, builds positive relationships marked by empathy and respect and promotes opportunities for genuine engagement between the young person and those involved in their lives, including their own families as appropriate.

Opportunity Led Work

‘The relationship provides the very fabric of the community creating a culture of open exchanges, questioning, debate and enquiry concerning personal experiences so vital to the recovery and development of extremely troubled young people’ Ward (2007).

- We try to be emotionally available for young people at all times. We give time and energy to tuning into and trying to understand the young, so that they may understand themselves.

- We seek to use daily interactions to create and respond to opportunities to engage with them in ways that promote healing and growth.

Community Belonging

‘Everyone has a basic human need to belong, to be in a place where they matter and feel wanted’ DB.

- We strive to help the young person to attach himself to the community so that for the first time he may begin to trust and leave behind any sense of alienation.

- We use community meetings to involve young people in decisions about the house and their lives.

- We believe that relationships are the core of the work in helping young people achieve emotional and personal growth.

Appendix V – 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 VI – Learning styles of Kolb – Cup song text

'Cup Song'

1 Clap once. Clap once again above the cup. Continue to keep your hands about six inches above the cup.

2 Grasp the cup with your right hand. Turn your right hand so that your thumb is pointing down and your palm is facing the right. Grasp the cup with your hand.

3 Rotate the cup. Naturally rotate the cup ninety degrees clockwise. The rim, or opening, of the cup, should be facing the left.

4 Hit the rim of the cup. Use the palm of your hand to hit the opening of the cup. Be sure that your hand connects with the rim to make another audible noise.

5 Continue to rotate the cup about forty-five degrees. Turn the cup a little further in a fluid motion. The cup just almost be straight up and down with the rim up.

6 Tap the edge of the cup on the table. Before the cup reaches the straight up and down position, tap the bottom edge of the cup on the table.

7 Pass the cup to your left hand. Continue to turn the cup clockwise. Grasp the bottom of the cup with your left hand. Try to make another audible noise when your left-hand touches the cup. These noises maintain the beat of the Cup Song.

8 Hit your right hand on the table. Cross your right arm to hit the table near the left side of your body.

9 Set the cup back down. Cross your left arm over your right and firmly place the cup back down on the table. The cup should land back down on its rim near the right side of your body.

10 Repeat. Continue to practice the Cup Song until you get faster. Once you feel comfortable with the movements, try putting it to the song “When I’m Gone.” The movements repeat throughout the song.

Appendix VI – Learning styles of Kolb – Cup song images



Go again!

Team

Rules

- The team meets every night after dinner.
- The trainer who starts the day will introduce the pax every day to the programme.
- The team uses a WhatsApp group for communication.

Role division

Trainers

- Svenja Kleegrewe
- Begoña Ros Gras

Project coordination

- Aubérie Samson: Resource person, overall coordination, leading team meetings, reports of team meetings, organisational support, and financial administration.
- Aubérie Samson and Begoña Ros: Communication work.

Volunteer staff

- [Turismo Giovanile e Sociale Nazionale](#): Gabriele Giovagnoli and Lorenzo Napoli.
- [Salesiani per il Sociale](#): Micaela Valentino.

Salesian chaplain

- Different Salesian chaplains from the community of Pio XI accompanied us during the training week.

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.

Safeguarding

Introduction

Both Don Bosco Youth-Net and the hosting organisations want 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 with 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 training course or 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, 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 or the specific safeguarding officer in the training course. 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.

We explained safeguarding and the safeguarding officers. On the training course itself, Gabriele Giovagnoli (international coordinator from Turismo Giovanile e Sociale and part of the hosting team) was the responsible person concerning safeguarding.

[illegible]

Austria	 JUGEND EINE WELT	 Don Bosco center Podgorica	Montenegro
Austria	 SALESIANER DON BOSCOS	 SPYS	Malta
Belgium	 Jeugdwerk Don Bosco		Poland
Czech Republic	 SADBA	 DOMKA	Slovakia
France	 Mouvement Salésien des Jeunes FRANCE & BELGIQUE-SUD	 mladinski	Slovenia
Germany	 Aktionszentrum Benediktbeuern	 Confe Don Bosco	Spain
Italy	 Salesiani per il sociale	 Don Bosco Youthnet Nederland	The Netherlands
Italy	 Turismo Giovanile e Sociale	 DON BOSCO UKRAINE	Ukraine
Ireland	 SALESIANS OF DON BOSCO IRELAND	 Don Bosco 1815 - 2015	United Kingdom

... and still growing!

Mission statement DBYN

We, the partners of Don Bosco Youth-Net, wish to contribute to the total development of all young people by bringing them together through various international activities. We hereby look to broaden the opportunities for these young people who are, through various reasons, excluded. By concrete activities of co-operation, we wish to be a living example of tolerance and mutual understanding.

Through our own Salesian identity, we aim to keep the heritage of Don Bosco alive and look to offer a 'youthful voice' in the Europe of today. By doing this, we want to make a real difference in the lives of all young people, especially for those most in need.