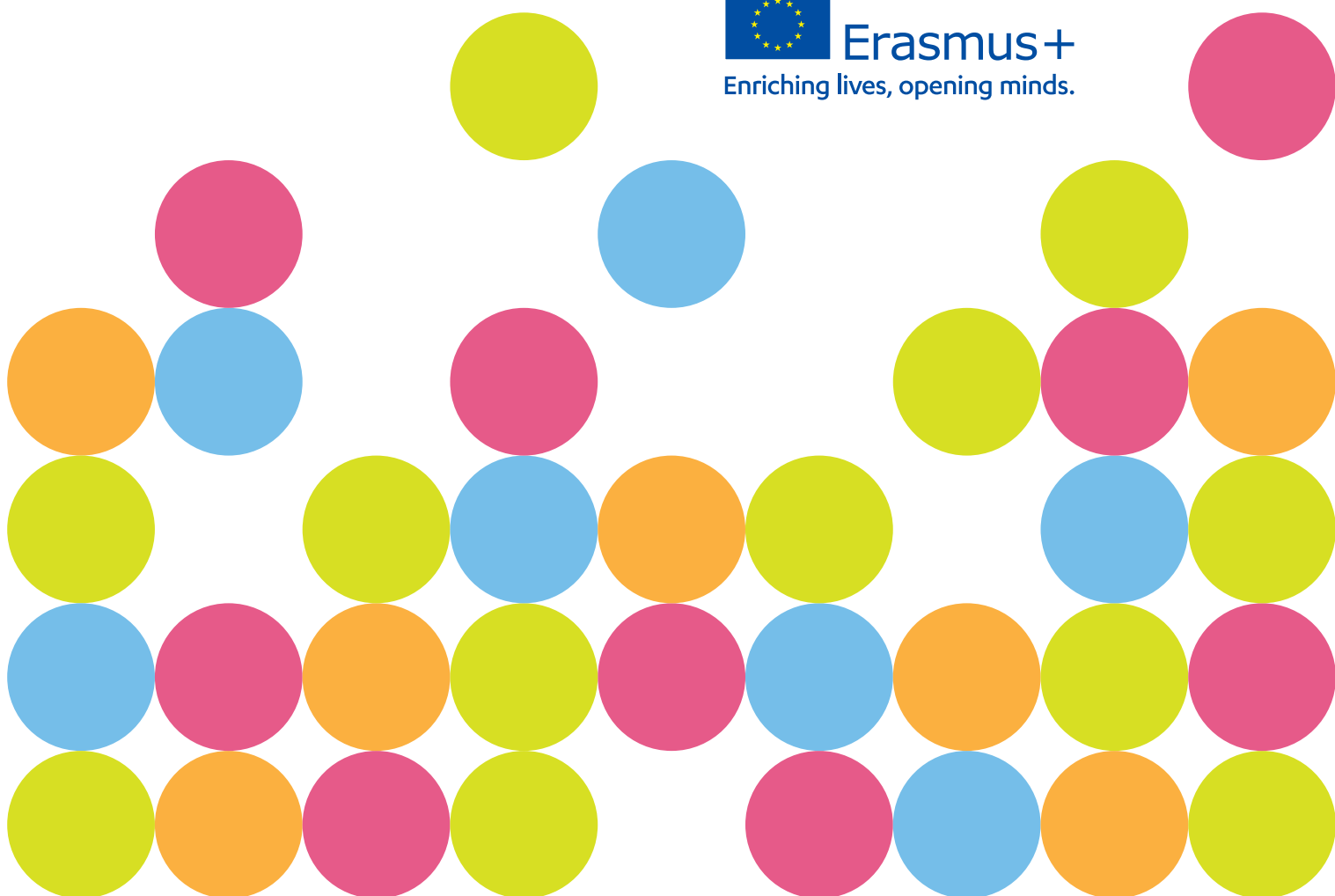


# Youth moving

## Workshop curriculum



Erasmus+  
Enriching lives, opening minds.







# Workshop curriculum



Erasmus+  
Enriching lives, opening minds.

**Partner organizations:**

**Sirius - Centar za psihološko savjetovanje,  
edukaciju i istraživanje**

www.centar-sirius.hr

E-mail: info@centar-sirius.hr



Centar za psihološko savjetovanje,  
edukaciju i istraživanje

**APDES**

www.apdes.pt

E-mail: gis@apdes.pt



**FAMO**

www.filmovka.cz

E-mail: famo@filmovka.cz



**DGASPC Harghita**

www.dgaspchr.ro

E-mail: office@dgaspchr.ro



**Co&So**

www.coeso.org

E-mail: segreteria@coeso.org



**Forum za kvalitetno udomiteljstvo djece –  
udomitelji za djecu**

www.udomiteljizadjecu.hr

E-mail: forumudomiteljizadjecu@gmail.com



For more information about the project, visit  
our web page <https://youthmoving.eu/> or our  
Facebook page **Youth Moving**.

Project Youth Moving 2021-1-HR01-KA220-  
YOU-000028821 has been funded with support  
from the European Commission. The European  
Commission's support for the production of this  
publication does not constitute an endorsement  
of the contents, which reflect the views only of  
the authors, and the Commission cannot be held  
responsible for any use which may be made of the  
information contained therein.



**Co-funded by  
the European Union**

**Project team**

Ágota Biró-Szilágyi, Tena Bosak, Zsófia Jobbagy,  
Ildikó Kopacz, David Kotrba, Boróka Mikó, Catarina  
Pereira, Rita Regal, Daniel Weller, Andreja Zlatarić

**Project manager**

Marina Horvat

**Workshops were piloted by**

Adrijana Al-Nidawi, Tiffany Bailey, Ágnes-Renáta  
Balázs, Michael Balbarotto, Max Berkey, Tena  
Bosak, Adina-Laura Gabor, Jirina Hazukova,  
Marina Horvat, Petra Hrvoj, David Kotrba, Veronika  
Koubova, Silvia Lassi, Luis Fernando Madrid, Lea  
Oršuš, Catarina Pereira, András Pivó, Martina  
Platania, Rita Regal, Riley Pesjak Richardson,  
Paloma Simó, Milon Terc, Vladana Terčova, Daniel  
Weller, Tatiana Zazzeri, Tea Živković

**Graphic design of written materials**

Silva Miharija

**Illustration of The Nest poster**

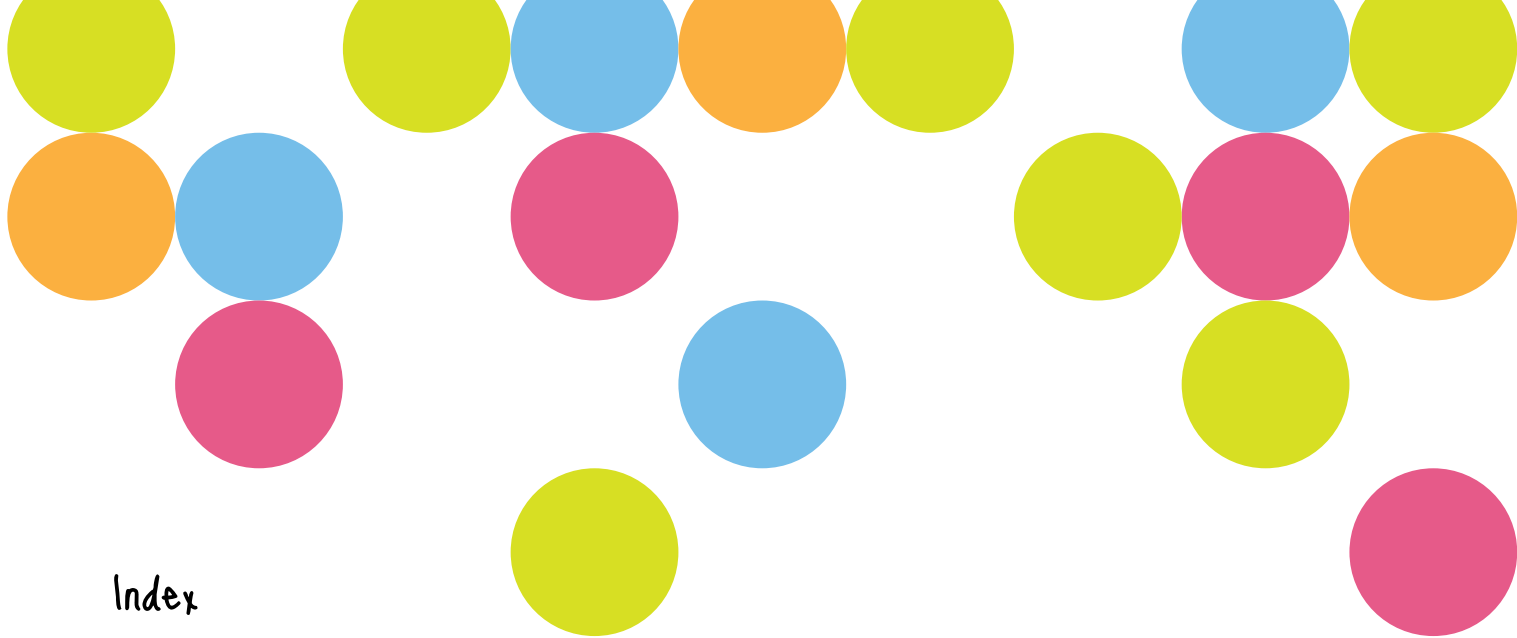
Lev Ushtei

Special thanks to Tereza Votoupalová, Tereza  
Vlášková, Marie Poliaková and Jana Boháčová who  
told their stories in The Nest film.

Thank you Eva Jurković for bringing us together  
and showing us the way.

**Year of publication**

2023



## Index

|   |    |
|---|----|
| About the project.....  | 4  |
| About the curriculum.....   | 5  |
| Workshops .....   | 7  |
| Workshop 1 – Building group identity.....   | 8  |
| Workshop 2 – Democratic processes .....   | 12 |
| Workshop 3 – Advocacy communication tools/techniques .....                          | 16 |
| Workshop 4 – Good practices in the community-based movements field .....            | 19 |
| Workshop 5 – Me as an active citizen .....  | 22 |
| Annexes for Workshop 1 – Building group identity .....                              | 27 |
| Annexes for Workshop 2 – Democratic processes.....                                  | 33 |
| Annexes for Workshop 3 – Advocacy communication tools/techniques.....               | 44 |
| Annexes for Workshop 4 – Good practices in the community-based movements field..... | 51 |
| Annexes for Workshop 5 – Me as an active citizen.....                               | 54 |

## About the project

YOUTH MOVING aims to enhance care leavers participation in democratic life in Europe, through their empowerment as active citizens, especially addressing how to connect with, express their views and be heard by stakeholders in the alternative care field. For children and young people who have experienced living in alternative care, separated from their biological family, the process of growing up is extremely demanding because they are often left without formal support and a functional social network. They also face many other challenges that independent living brings. There is a relationship between youth's personal biography and the impact of the social and economic context in which they live, suggesting that policies and interventions can increase (but also limit) opportunities for young people coming out of alternative care to maximise their potential and ensure that they themselves are involved in shaping the services they need and receive. It is necessary to raise awareness among citizens, but especially among public policymakers about the additional support that youth from alternative care needs to express their opinion and to be given an opportunity to meet their needs in all spheres of democratic life in the community.

The aim and activities of this project are focused on strengthening the competencies of people working with youth from alternative care, to encourage youth to actively participate in society, to overcome limitations and to provide opportunities for young people to express their opinion.

The aim will be achieved through two project results:

1. This curriculum of workshops aimed at encouraging the participation of young people from alternative care in the democratic processes of society, and
2. Video material for raising public awareness and policy makers awareness about the importance of participation of young people from alternative care in democratic processes.

We highly recommend you to watch the film 'The Nest', which together with this workshop curriculum can be found in electronic format on the project website.

Both project results are freely available and widely distributed to other people working with young people from alternative care.

## About the curriculum

With this workshop curriculum, you will be ready to implement the Youth Moving program in your NGO/school/institution where you work.

This curriculum consists of 5 workshops for youth from alternative care that are explained in detail through the following features:

- Goals and summary
- Number of participants in the workshop
- Length in minutes
- Resources and materials
- Detailed schedule of each workshop (activities)

Each workshop has its own annexes which consist of theoretical ones - trainer uses them to prepare herself/himself for the workshop, and leaflets/handouts - trainer prints them out and hands them out to the participants.

General recommendations for the implementation of workshops:

- Ideally there is a leader and co-leader of each workshop. Co-leader can help distribute necessary materials, collect papers, turn on the presentation, ... Whether the leader is a youth worker/professor/educator/social worker or some other profession, in this workshop curriculum, we will call them 'trainers' precisely because these people will train young people from alternative care how to become more active citizens in their communities.
- Duration of each workshop is 3 hours, but you can adjust it to your needs depending on how much time you have available.
- Each activity can take more time if it inspires the group for the discussion.
- All activities can trigger some emotional response in participants, and youth worker should be trained enough to be able to hold space and be ready to ensure assistance if necessary.
- Ideal size of the group is about 15 participants so that all young people can actively participate. Alternatively, the size of the group can be determined by the size of a particular class (20-25 students), in which case more focus should be put on ensuring the proper discipline and order in the workshop.
- Before starting the workshop, it is helpful to set ground rules that apply to everyone.
- Ensure that confidentiality and respect for others' views and experiences are taken into account, and that the limits of acceptable and unacceptable behaviour are clear to all.
- Encourage all members to participate. More withdrawn members often quickly drop out of discussions because they do not know how to counter more assertive members. In that case, several strong characters can dominate the whole group, so it is important to ensure that everyone has the opportunity to talk, but also to have the right to skip certain topics if they are difficult to talk about.

- It is important to emphasise that support is available if needed and that participants know how to ask for help.
- Materials that should be used in the workshops are described in the beginning of each workshop and most of them should be prepared in advance.
- If you need further information or support, please feel free to contact any of the partner organisations.





Workshops

## Workshop 1 - Building group identity

### Goals and summary



This session aims to introduce the participants to the idea of group work, what defines a group, what are some of the predefined group roles and how to build connections between members to achieve cohesion and group identity.

### Number of participants in the workshop



Maximum 20 participants

### Length in minutes



180 min

### Resources and materials



Pens, markers, tape, papers, chairs, pillows, flipchart, extra-long piece of flipchart paper (or a few flipchart papers taped together with tape), Annex - Theoretical background on group work, with the emphasis on group work with youth, Annex - Belbin's Theory on Team Dynamics, Annex - Group roles, Leaflet - 4 C's of Team Identity

## Activities

### Getting to know each other (20 min)



#### Resources and materials

Markers, tape, paper

The facilitator will ask all the participants to sit in a circle and then one by one will say his/her name. If they want to share something else, they are welcome to. Next, the facilitator will ask the participants to put a piece of tape (on which you can write on) or a piece of paper somewhere visible on their body. Each participant will put as many lines (dashes) on the piece of paper/tape as they have letters in their name. For example, my name is Tena and I will put 4 small lines on the piece of paper. Next, the task is to go around the room and find people who share the same letter as you in their name and "borrowing it from them" (letting them write it on your piece of paper). Participants will go in the room until their name is completed and they find all the letters.

## What makes/defines a group? (20 min)



### Resources and materials

Chairs, pillows, flipchart, pens, markers

Ask the participants to brainstorm ideas and give their associations for the term “group”. Write the ideas on the big flipchart, discuss them together. Participants share some of the group settings from their private and personal life.

.....

## Theory about group work (10 min)



### Resources and materials

Chairs, pillows, flipchart, pens, markers, Annex - Theoretical background on group work, with the emphasis on group work with youth, Annex - Group roles, Annex - Belbin’s Theory on Team Dynamics

Introduce the participants with some theoretical knowledge on group work, how and when it was first used and what social scientists have to say about group roles. Introduce them to the roles: dominant member, informal leader, quiet person, saboteur, entertainer, sacrificial lamb and the mal-adapted.

Introduce participants with Belbin’s Theory on team dynamics.

.....

## Roles (40 min)



### Resources and materials

Chairs, pillows, flipchart, pens, markers

Participants are divided into smaller groups and are given the task to embody one of the roles for the next exercise (in a smaller group their task is to decide who will play each role. There is a possibility that one role will be played by multiple participants and that is ok. The point is that they present the behaviour of each role).

After they decide about everyone’s group roles the participants have to act out the behaviour and all together recreate a scene in which it will be shown. While the first smaller group is recreating the scene, the members of the other group have to watch, make notes and try to guess which group role belongs to which member.

After the acting part, everyone will share how it was to play that group role, have they had any professional experience that correlates etc.

## What connects us (20 min)



### Resources and materials

Extra-long piece of flipchart paper (or a few flipchart papers taped together with tape), colourful pens, markers

As an exercise for building group identity a long piece of paper will be laid on the ground and participants will sit on both sides of the paper. They will write their names on the part of the paper in front of them. Then, in random order, participants will share something about their private or personal life, something that is important to them but not mentioned in a casual conversation. Other participants who resonate with what is said will draw a line connecting their name and the name of the person who said the statement.

Alternative: Divide participants into groups of 4 or 5 and give them a task to list 10 things they all have in common in the whole group. Also invite them to list one thing that each participant said that nobody else in the group has, something specific and unique to them. After they finalised the list, they have to share it within the big group.

---

## 4 C's of Team Identity (40 min)



### Resources and materials

Chairs, pillows, flipchart, pens, markers, Leaflet - 4 C's of Team Identity for each participant

The participants will be presented with the idea of 4 C's of Team Identity model:

### 1. Clarity

- a. Clarify the team's mission and vision. If you do not have a team mission and vision, have your team collaborate and create them.
- b. For specific projects, clarify the goals, timelines, etc. that the team needs to function.
- c. Also, clarify each team member's level of authority in relation to individual projects.

### 2. Commitment

- a. Identify the commitment level of your team members.
- b. Encourage commitment by showing your own. Tell your team why it (or the project) is important to you and to the team as a whole.
- c. Have each team member answer these questions:
  - Why is this team (or project) important to you?
  - What do you hope to gain as a member of this team?

### 3. Contribution

- a. Determine the strengths and weaknesses of your team.
- b. Have your team members each answer these questions:
  - What specific skills, knowledge, and/or expertise do you bring to this team (or project)?
  - What do you think your role is on this team (or project)?
- c. Rather than immediately delegating tasks, let your team suggest assignments based on their potential contributions.

### 4. Concerns

- a. Make sure you give your team members an opportunity to voice their concerns, comments, and/or questions.
- b. This is the time to ask the following questions:
  - Do you have any concerns about working on the team, the current project, or the team itself?
  - What could we, as a team, improve on?

After the presentation, participants will be divided into smaller groups in which they will comment on the model and share with each other the ways that the model resonated for their youth work, work in their organisation and in this workshop

---

### Ball of wool (20 min)



#### Resources and materials

Ball of wool or thread

Participants will stand in a circle and pass each other a ball of wool or thread while sharing about their experience today. Each participant will share while the ball is in their hands and afterwards, they will throw the ball to the next participant. In the end a net will be formed which symbolises the bond between the participants and their group identity.

---

### References

- Janković, J. (2014). Dynamics of small educational groups. Social subjects, Year 1., br. 1.
- Janković, J. (2013). Small creative socialization groups: 1982-2012. Zagreb: NGO Incentive.
- <https://blog.unleashresults.com/the-results-four-cs-of-extraordinary-teams>

## Workshop 2 - Democratic processes



### Goals and summary

This session aims to inform young people from alternative care about democracy, human rights and active citizenship in local communities.



### Number of participants in the workshop

Maximum 20 participants



### Length in minutes

180 min



### Resources and materials

Pens, papers, scotch tape, highlighters, rope, scissors, Handout – Bingo, Annex – Right or wrong?, Annex - Democracy, Leaflet – Separation of powers, Annex – Connect yourself, Annex – Draw the word, Annex – The Universal Declaration of Human Rights (summary), Annex – Human rights and active citizenship

## Activities

### Bingo (15 min)



### Resources and materials

Handout – Bingo, pens

Trainer asks participants if they had a chance to meet each participant?

When participants respond, the trainer asks them to stand up and gives each participant a Bingo handout facing down. Trainer explains that in each field they enter a name, there must be a true statement for that person. They can write someone's name in only two boxes. Person who fills all the boxes has to Shout BINGO! Then the game stops and the trainer checks if everything in the boxes is true. If one or more boxes are false, the game starts again until there is a winner with all correct boxes.

## Right or wrong? (45 min)



### Resources and materials

Annex – Right or wrong?, papers (A4) and pens for making signs and notes, scotch tape

Trainer prepares two “agree” and “disagree” signs and sticks them on opposite walls making sure there is enough space between walls for participants to form a straight line. Trainer places two chairs in the middle of the room, so that there is a distance of about 50 cm and enough space for the participants to move around them. Trainer explains the rules and chooses one statement to work with.

After discussion about the statement trainer and participants analyse the process of decision making through questions:

- Did anyone change their mind during the discussion? If so, what were the arguments that convinced them?
- Do the participants feel that they were influenced by something other than the actual influence of the arguments presented, for example, due to sheer pressure, emotional speech or feelings of rivalry?
- Does it make sense to discuss these issues for those who did not change their minds during the discussion? Can I think of any reason to convince them to change their views?

---

## Democracy (30 min)



### Resources and materials

Annex - Democracy, Leaflet – Separation of powers

Trainer asks participants questions to make introduction about democracy:

- Why do people have different opinions about something?
- What should be done about that in a democratic society?
- Should all opinions be tolerated in democracy?

After discussion the trainer gives the definition of democracy and explains its origin, forms, features and division of power in today’s democracy. In order to make it clearer to the participants what the division of power is and who within the government the citizens can choose, the trainer gives them a Separation of powers Leaflet. Trainer explains the importance of Local self-government for citizens in their local communities.

### Connect yourself (15 min)



#### Resources and materials

Annex – Connect yourself, 2 highlighters, rope, scissors, scotch tape

In order for the participants to recover their energy level, they will play a game with a rope and highlighters. Trainer divides the participants into two groups and explains the rules. The game ends when one of the groups is connected with a rope and a highlighter.

---

### Draw the word (45 min)



#### Resources and materials

Annex – Draw the word, Annex – The Universal Declaration of Human Rights (summary), papers, pencils

Trainer prints The Universal Declaration of Human Rights (summary) and cuts articles that will be used in game with scissors. Trainer explains the rules and divides participants in small groups. Each group should simultaneously draw the same right. The game is over when all articles are used, and the winning group is the one with the most correct answers.

After the activity trainer starts a discussion with participants about their knowledge on human rights:

- Was drawing human rights more difficult or easier than the participants expected?
  - On what basis did the participants decide how to draw a certain right? Where did they get the idea for the picture?
  - How can different drawings of a right be compared? How many different ways were there to draw and interpret the same concept?
  - When all the pictures have been reviewed, ask the participants what they discovered, how much or how little they know about human rights.
  - Do they think that human rights have any importance in their lives? Which?
- 

### Human rights and active citizenship (30 min)



#### Resources and materials

Annex – Human rights and active citizenship, Annex – The Universal Declaration of Human Rights (summary)

Trainer asks participants questions to make introduction about human rights:

- When is the International Human Rights Day?
- Why is it important to celebrate that day?
- What would be the definition of human rights?



Trainer distributes The Universal Declaration of Human Rights (summary) to each participant and gives them 2 minutes to read it. After that, the trainer asks participants if all the rights are clear and if any of those rights were violated?

After discussion, the trainer explains the origin and meaning of The Universal Declaration of Human Rights and plays a video on YouTube that summarises human rights.

Trainer asks participants what they think they can do if their human rights are violated, such as the right to a standard of living that corresponds to a person's health and well-being, including food, clothing, housing, medical care, necessary social services during unemployment, illness, old age, ... (Article 25.).

At the end of the activity, the trainer explains national and European ways to protect human rights, as well as petitions and referendums as a tool to exercise their rights.



### References

Brander P., De Witte, L., Ghanea, N., Gomes, R., Keen, E., Nikitina, A., Pinkeviciute, J. (2002). „Compass” – A Manual on Human Rights Education with Young People. Council of Europe Publishing.

## Workshop 3 - Advocacy communication tools/techniques



### Goals and summary

This session aims to present the difference between the concepts of communication and advocacy, main characteristics of advocacy communication and its tools/techniques through presentation, handouts, worksheets and different activities.



### Number of participants in the workshop

Maximum 20 participants



### Length in minutes

180 min



### Resources and materials

Tables and chairs for the small groups, flipchart papers, post-its, coloured pens, A4 papers, chairs, Annex - Determination of the concepts 'advocacy' and 'communication', Annex - Channels/methods of Communication and Advocacy, Annex - Elements of advocacy communication, tips for communication, Annex - Survival skills for advocacy, Handout - Communication Planning, printed worksheets for each group, PPT

## Activities

### Advocacy and Communication (20 min)



#### Resources and materials

Tables and chairs for the small groups, flipchart papers on the tables, post-its, coloured pens, Annex - Determination of the concepts 'advocacy' and 'communication', PPT

Trainer starts the session with a little game to break the ice and introduce the theme of the day.

The group is divided into small groups of 3 people. Trainer asks each group to discuss questions:

- What is advocacy in your opinion?
- What is communication in your opinion?
- What is the link between these two?

After the discussion trainer presents the main concepts 'advocacy' and 'communication'. Trainer identifies the link between these two.

## Introduction to communication tools (10 min)



### Resources and materials

A4 papers, post-its, coloured pens, Annex - Channels/methods of Communication and Advocacy, PPT

Trainer asks participants to stay in small groups and asks them to list the communication tools they know about, write each tool on a post-it and after the discussion in small groups stick them on the white board. When all groups finish, trainer starts the discussion in a big group, and asks them questions:

- Which one is more effective in your opinion?
- When do you prefer using ... instead of ...?

After this game trainer presents different communication channels and tools.

---

## Functions of communication tools (60 min)



### Resources and materials

A4 papers, post-its, coloured pens, Annex - Elements of advocacy communication, tips for communication, PPT

To prepare role-playing game trainer writes each situation on a one small paper:

- You are the HR specialist at your company and you have to fire a co-worker because of drinking problems. How do you communicate the bad news?
- You are the chief flight attendant working with a newly hired FA from India. He is fasting during the day due to religious reasons. He is so hungry he nearly faints in the rear galley. As the FA in-charge, how can you deal with the situation?
- You are invited for the first time to your girlfriend's/boyfriend's parents' house for dinner. They made turkey for dinner which is your most hated supper. How do you deal with the situation?
- You are at a job interview. Present yourself and try to find out details about the salary.
- You are a teenager and have been invited to a 3-day camping trip. Ask your parents' permission and convince them to let you go.

Each group of 3 people has to choose one paper blindfolded and prepare the situation and play it in front of the big group. Trainer gives instructions to participants to sit in a circle and discuss the main issues. Trainer asks participants:

- Which situation was the most familiar to you?
- How can you relate to these situations?

After this game trainer presents the elements of advocacy and tips for communication and advocacy.

## Difference between communication and advocacy (75 min)



### Resources and materials

A4 papers, post-its, coloured pens, Annex - Survival skills for advocacy, Handout - Communication Planning, printed worksheets for each group

Trainer explains in detail the elements of advocacy and the process of making a communication plan with the help of PPT.

After the presentation, trainer re-organizes the group and gives an alternative of two topics for each small group of 3 people and asks them to make an advocacy communication plan (according to the material presented) for influencing policy makers in the field of the related topics:

- youth unemployment
- sustainable social entrepreneurship for youth
- free vocational education for care-leavers
- decreasing social illiteracy
- paid internship opportunities for care-leavers

Each group should start with completing the leaflet. Groups have to rate both of their advocacy issues by the given criteria from the leaflet. Trainer asks each group to present their plan and they also discuss it with the big group. Trainer asks each group questions:

- Do you consider your plan a successful one?
- Which elements were difficult to plan?
- What could you improve in your plan?
- What are the strengths of the plan?

---

## Summary and feedback through gestures (15 min)



### Resources and materials

Chairs

Trainer asks participants to sit in a circle and show a gesture which represents their state of mind at the moment. Trainer makes first gesture, and all the participants should repeat it, then another participant, until all the participants in the circle have finished. In the second round each participant should explain their gesture and share their thoughts about the day and the information provided during the training activities.

---

## References

<https://eduspots.org/education-hub/onlinecourses/leadershipandaction/week-7-communications-and-advocacy/>

<https://haiweb.org/wp-content/uploads/2019/06/Communications-Guide-Final-January-8-interactive-PDF.pdf>

## Workshop 4 - Good practices in the community-based movements field



### Goals and summary

This session aims to present some Italian good practices in the field of community-based movements.



### Number of participants in the workshop

Maximum 20 participants



### Length in minutes

180 min



### Resources and materials

Tables, chairs, big sheets of paper for each table, coloured markers, blackboard, Annex – Tips for the trainer, Handout – Action Plan, PPT

## Activities

### Getting familiar with the situation of young care leavers in Italy and with the Youth Conferences within the “Care Leavers” (30 min)



#### Resources and materials

PPT attached

Trainer presents to all participants the PPT attached.

### Description and analysis of the “Care Leavers” Project: Youth Conferences and group activities from the point of view of care leavers (60 min)



#### Resources and materials

Tables, chairs, big sheets of paper for each table, coloured markers, blackboard, Annex – Tips for the trainer

Trainer organises a group discussion about the topics addressed with the Word Cafe™ method. Trainer prepares the room for activity:

- Prepare some tables in the classroom with a big sheet of blank paper and coloured markers on them, as well as some snacks and drinks for the participants to create a friendly, welcoming atmosphere. The number of tables depends on the size of the group and there should be 4 to 5 chairs at each table.
- Each table is dedicated to one topic/question (see below) which is written on a piece of paper in the middle of the table.
- The discussion process begins with the first of three or more 20-minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table.
- Conversations are based on the specific topic/question that is different on each table and participants should discuss on the basis of the good practices of their countries.

The main topics/questions are:

- Which are for you the most positive aspects of the Youth Conferences? Which aspects/elements could be transferable to our context/country?
- What are the critical issues/difficulties of the group activities? Which are the aspects/elements that would be difficult to transfer to our context/country?
- Similarities and differences between the Italian context and my country's context regarding the care leavers' main issues/problems (to find an accommodation, to use the Citizenship income, the need for more meetings with other CLs etc.)

Groups take notes at each table on the blank sheet in order to record the main findings of their discussion at each round.

Some tips for the trainer about possible topics for each question can be found in the Annex - Tips for the trainer.

Variation: When small groups, after a discussion, move to the next table they may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly explains to them what happened in the previous round.

For more details or variations on the world café methodology please visit this website: <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

---

## Debriefing and evaluation (30 min)



### Resources and materials

Blackboard, colours

After working together in small groups, participants are invited to share insights or other results from their conversations with the rest of the large group. Trainer collects the main findings on the blackboard by using graphic recording (images, colours, etc.).

## What can we do? (60 min)



### Resources and materials

Handout – Action Plan

Trainer invites participants to work all together and develop an action plan in order to transfer parts of the presented good practice to their own context/country, or to develop ideas, based on the good practice, that could be done to improve the active citizenship of Care Leavers in their country. The trainer facilitates the activity. Participants have 60 minutes to develop the action plan.

---

## References

Dipartimento per le politiche della famiglia. (2019, October 11). Progetto Care Leavers. <https://www.minori.gov.it/it/minori/progetto-care-leavers>

Jessoula, M. & Natili, M. & Raitano, M. (July 2019). *Italy: Implementing the new minimum income scheme*. ESPN Flash Report 2019/35. [https://www.researchgate.net/publication/346441647\\_ESPN\\_-\\_Flash\\_report\\_201935\\_on\\_Italy\\_Implementing\\_the\\_new\\_minimum\\_income\\_scheme](https://www.researchgate.net/publication/346441647_ESPN_-_Flash_report_201935_on_Italy_Implementing_the_new_minimum_income_scheme)

Agenzia Nazionale Politiche Attive del Lavoro. Garanzia Giovani. <https://www.anpal.gov.it/garanzia-giovani>

Ministero dell'Istruzione e del Merito. *Diritto allo studio*. <https://www.miur.gov.it/diritto-allo-studio#:~:text=Tutti%20i%20bambini%20e%20i%20ragazzi,Italia%20hanno%20diritto%20all'istruzione.&text=Il%20Ministero%20dell'Istruzione%20garantisce,della%20legge%20107%20del%202015>

Istituto degli Innocenti. (2022). Ciak! Si cresce! [Video]. Vimeo. <https://vimeo.com/751706248>

The World Cafe. (2023). *World Cafe Method*. <https://theworldcafe.com/key-concepts-resources/world-cafe-method/>

## Workshop 5 - Me as an active citizen



### Goals and summary

This session aims to present APDES' experience in promoting the active involvement of youth from alternative care in democratic processes in the community based on the case study of the informal group Young Experts. This session also invites the participants to reflect on their own reality considering what can be transferable to their own lives and communities.



### Number of participants in the workshop

Maximum 20 participants



### Length in minutes

180 min



### Resources and materials

Tables and chairs for small groups, flipchart sheets, A4 papers, pens, coloured markers, post-it papers, Annex – Storytelling, Leaflet – Storytelling principles, Annex - Crossword

## Activities

### One True, One Lie (20 min)



#### Resources and materials

Chairs

Trainer asks participants to come up with one true fact about themselves and one lie. When the participant presents the statements, the rest of the group will have to guess what is true and what is false. If they think the first one is false, they put 1 finger in the air, if they think it's the second one, they put 2. After everyone has expressed their opinion, the participant reveals what the truth is. The purpose of this activity is to make people interact in a fun way, promoting knowledge among group members.



## Young Experts (20 min)



### Resources and materials

Annex – Young Experts

Trainer gives an introduction about Portuguese NGO – APDES and informal group Young Experts. Trainer opens a short discussion about the importance of self-organisation.

---

## Storytelling (20 min)



### Resources and materials

Annex – Storytelling

Trainer opens topic with questions:

- Have you ever told a story?
- What kind of story was that?
- What is most important when someone is telling a story?
- Can someone name a few stories? Can you tell one short story?

Trainer explains what is storytelling and emphasises the importance of storytelling for youth in alternative care.

---

## My story (60 min)



### Resources and materials

A4 papers, pens, chairs and tables, Leaflet – Storytelling principles

Trainer divides participants in 2 groups. Each group is given a Leaflet – Storytelling principles that summarises the most important elements of storytelling. Based on the leaflet, each group has to write their story on the topic of alternative care in 40 minutes. It can be a real story or a fictional one. When groups finish, one participant from each group has to tell their stories in a big group. When presenters finish, the trainer asks each group to give constructive comments to the other group based on the storytelling principles.

---

## Crossword puzzle (30 min)



### Resources and materials

Pens, Handout - Crossword

Trainer divides participants in two groups to recover their energy level. Each group gets one Crossword puzzle. The first group to finish and have all the correct answers is the winner.

---

## My journey (30 min)



### Resources and materials

A4 papers, pens

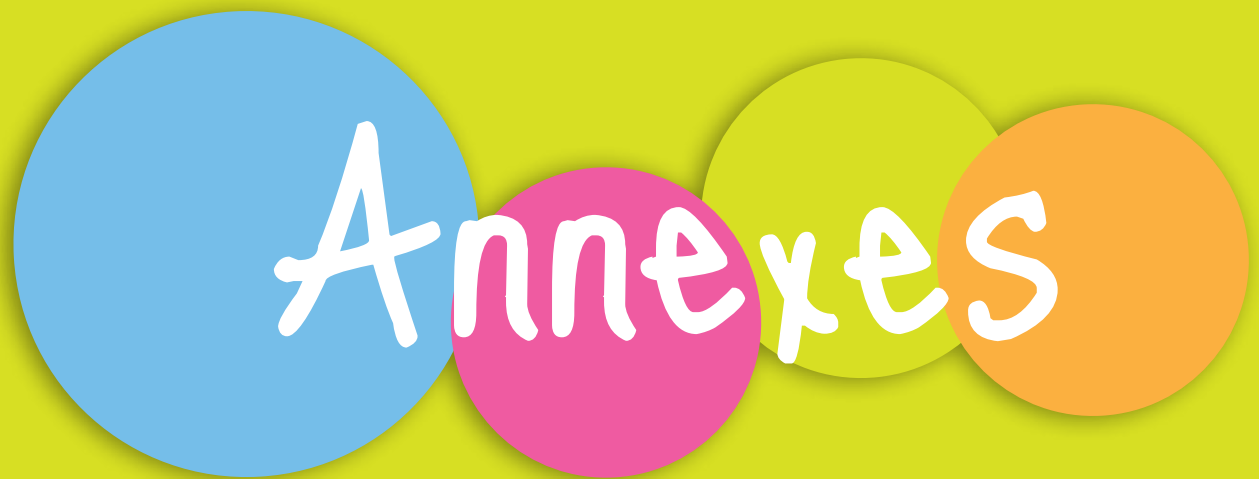
Trainer gives each participant A4 paper and a pen and asks them to write a letter to themselves. The idea is that participants write down what they will apply in their life in the next six months. Participants can start with a brief description of their life and what they think will happen in their lives in the next 6 months. After that, participants can write their ideas and goals that they could achieve if they do something more than their usual everyday life in those 6 months. This is just a suggestion to the participants about what to write about, but they can also write to themselves what they want. The point of this activity is for the participants to read that letter in 6 months and see what has changed in their lives.

When the participants finish writing the letters, the trainer suggests that they open a calendar application on their cell phones and set a reminder for 6 months to read the letter again.

---

## References

<https://www.facebook.com/MichiganOnline/photos/a.608347652863239/747015292329807/?type=3>



Annexes



## Annexes for Workshop 1 - Building group identity



### ANNEX

#### Theoretical background on group work, with the emphasis on group work with youth

##### Definition of a group

Numerous definitions of a group can be found in the literature, because the term “group” is discussed among several scientific disciplines such as sociology, psychology, psychiatry, psychotherapy, pedagogy, special education and social work.

B. J. Piccard defines a group as: “two or more individuals who have some common characteristics, goals and needs and are in constant mutual interaction.”

Rex A. Skidmore and Milton G. Tackery, similar to B. J. Piccard, under group social work implies a method of working with the benefit of a group consisting of at least two members and a leader (Janković, 2004).

One of the frequently used definitions is B. Petz et al. (1992), which states that group is a gathering of several persons whose relations have the following characteristics: among members there is interaction, members participate in a system of interconnected roles and positions, exist group norms and standards that determine the behaviour of members in the group, members themselves they consider themselves members of the group, i.e. they have a sense of belonging to the group, the members experience group as a whole, members tend to be perceived as a group by the social environment.

Bertcher offers a definition according to which a group is “dynamical social phenomenon consisting of two or more individuals. These individuals interact with each other to achieve one or more common goals that they believe they can best achieve by participating in the group. With their participation, each member influences the other member and so on (it is influenced by every other member). Over time, the statuses and roles of the members develop and they accept the norms and values that determine their behaviour.”



## ANNEX Group roles

One of the definitions defines a role as “a set of specific forms of behaviours, experience and action that are expected of a person and that the individual achieves in a certain position in the social structure of the group, but also the rights, obligations and duties that the person has and performs with regard to his status”. -Experiences from group work have shown that within groups it is possible to find a number of different roles that members provide. Sometimes the roles in the group are formally prescribed and assigned, for example in a factory (turner, welder...) or a sports team (midfielder...).

However, in many groups there is no such clear demarcation of roles. It is important to realise that roles have a specific function within group work and that they need to be observed. Role differentiation is a widespread feature of the group dynamic precisely because roles imply a division of labour among members.

Although it is possible to recognize a number of different roles within groups, the most common are those that are particularly important for the achievement of group and individual goal

1. theory: “dominant member”, “informal leader”, “quiet person”, “saboteur” and “entertainer”, “sacrificial lamb” and “maladapted” (Janković).

2. theory: “shaper”, “implementer”, “completer/finisher”, “coordinator”, “team worker”, “resource/investigator”, “plant”, “monitor/evaluator”, “specialist” (Belbin)



## LEAFLET 4 C's of Team Identity

Extraordinary teams are much more than just groups of people coming together to share work. The best teams have Clarity, Connection, Commitment and Contribution.

### Clarity

Team members need to have absolute clarity of why the team exists. This is achieved through a system of goals or measures-of-success in the same way as individual roles are in an organisation. There should be a core purpose for a team along with values to guide decision making and behaviours. All members should also be clear about what each member brings to the table. The best team composition includes members who have unique and differing perspectives and experience.

When work on a team is outside our normal responsibilities it can be helpful to understand the commitment and time requirement. If a project is going to take significant time away from a person's 'regular job,' there needs to be methods in place to account for that. For example, if Tamela will spend 50% of her time for the next year seconded to a special project her functional department will need funding to backfill some of her responsibilities and activities.

A formal team charter can be a good way to ensure clarity by explicitly stating:

- Purpose – why does the team exist, what will it deliver, and why does it matter in the context of the organisational strategy?
- Goals – how will success be measured? What are the metrics and targets?
- Roles – what is the composition of the team? Which individuals will participate and what will their roles be?
- Scope and authority – what decisions can be made by the team? How much can it spend? What can it influence?

### Connection

Trust is the foundation of teamwork. When we have trust with another person we can move faster and work in a way that drives high performance and innovation. Deep connection builds trust.

Teams with low levels of connection or trust often ...:

- Miscommunicate and misunderstand one another.
- Conceal weaknesses and mistakes.
- Jump to conclusions.
- Fail to utilise each other's skills and expertise.
- Hold grudges.
- Discuss the "real" issues after scheduled meetings.

Building trust takes time. It's difficult to have deep trust with a person we don't know well or spend time with. Time creates the opportunity to understand each other's values and unique stories.

An emotional bank account is an oft used metaphor for trust and connection. With each interaction there is an opportunity to express interest in the other person, show good will, or care. Those behaviours are a deposit. Any act of ill will, indifference, or a broken promise is a withdrawal. Over time we establish a sort of 'balance' in the account which defines our level of trust with that person.

There are many processes teams can use to develop trust. Trust-builder exercises where people are asked to share personal experiences, lifelines, biggest fears and hopes, and other 'non-work' perspectives are excellent for this. Establishing a formal team launch workshop that includes behavioural profiles and communication style sharing can be very effective.

Shared personal life experiences and challenges can accelerate the trust building process. You will often hear of teams going to climb a mountain, learn to create pottery, or build homes in a poverty-stricken part of the world. These memorable moments of shared experience are times when our paths merge for a time on the journey of life.

Trust requires vulnerability and psychological safety too. The more we can open up and show our true selves the more we make room for trust.

and straightforward in communication. There are no secrets, unspoken words, or white elephants that have not been exposed for discussion. Throw out the advice our parents gave us from a young age, "if you don't have anything nice to say, don't say anything at all."

And finally, like any good relationship, trust on a team is never complete; it must be nurtured and maintained over time.

### Commitment

Commitment is about processes and results. Every team needs to have a set of processes for interacting:

- When and how will they meet?
- Who will make what decisions?
- Where is the authority?
- How will information be shared?
- When and how will options be voiced, and problems solved?
- Performance Measures.
- Delegation of work and accountability.
- Onboarding and offboarding of members.

Teams should also maintain continuous improvement loops. This would include things like rating the effectiveness of meetings (and acting on improvements that could be made), look backs or post-mortems (After Action Reviews), and periodic alignment discussions with senior leaders. Team progress and results must contribute to the overall strategic direction of the business.

Accountability is a hallmark of committed teams. It's impossible to have a high-performing team if



individual members are not accountable to the individual tasks and commitments they make. Often the team can only operate as strongly as its weakest link. Team accountability reflects the individual accountability of its members.

### Contribution

Maximilien Ringelmann first observed what later became known as the Ringelmann Effect. He noticed a tendency for individual members of a group to become increasingly less productive as the size of their group increases. Ringelmann discovered that as more people are added to a group it becomes less efficient.

The main reason for this productivity loss is the breakdown in team processes. Larger teams lead to more social loafing, illusory productivity and the common information effect.

Successful teams move from performance loss to performance gain where the output of the team is greater than the sum of its parts. This is synergy - the interaction of team members in such a way that the output is greater than the individual contributions.



## ANNEX Belbin's Theory on Team Dynamics

[https://www.youtube.com/watch?v=hMesDq\\_rNOw&ab\\_channel=LitmosHeroes](https://www.youtube.com/watch?v=hMesDq_rNOw&ab_channel=LitmosHeroes)

Team management is an important facet of group dynamics and group identity, mainly in professional life. For a better working environment, and a better work result it is important to recognize the behaviour of other people in the team and their group roles in order to fulfil the maximum potential of the team.

Belbin's theory says that there are 3 different categories and, in each category, there are 3 different roles, which makes 9 in total. Each role had clear behavioural and interpersonal strengths and weaknesses.

There are:

- Action oriented roles: shaper, implementer, completer/finisher

Action oriented members are focused on the task itself and all the different parts of it. Shaper is the one focused on the beginning part of the task and starting the process, the implementer is focused on the middle part of the task fulfilment process, and the finisher is here to make sure the task is completed and completed well.

- People oriented roles: coordinator, team worker, resource investigator

People oriented members are focused on their teammates and the relations between all the members. They are here to achieve group cohesion and identity and they do that by coordinating and leading the rest of the members who are more action or thought oriented. They are team workers and thrive in the group environment.

- Thought oriented roles: plant, monitor/evaluator, specialist

Thought oriented members are focused mainly on the ideas and that is their main strength. They put focus on creating and planting ideas that the group further develops. They are also focused on the monitoring part and making sure that the idea is well executed by the action-oriented members.

In the ideal environment, every team would have a mixture of all of these to achieve the proper cohesion.

## Annexes for Workshop 2 - Democratic processes



### HANDOUT Bingo

#### BINGO

Instructions: Find a person who matches the description in the fields.  
You can enter the name of one person in a maximum of two fields.  
When you fill in the entire list, shout BINGO!

|  |  |                                   |  |
|--|--|-----------------------------------|--|
| A person who has a dog is                    | A person who has a cat is                    | A person who has a sister is      | A person who has a brother is          |
| A person who can whistle with fingers is     | A person who plays an instrument is          | A person who knows a good joke is | A person who was born in March is      |
| A person who plays sports is                 | A person wearing glasses is                  | A person who has allergies is     | A person who has the nickname is       |
| A person who knows how to bake a cake is     | A person who has a tattoo is                 | A person who does not eat meat is | A person who voted in the elections is |
| A person who does not use social networks is | A person who travelled to another country is | A person who has blue eyes is     | A person who likes to drink coffee is  |



## ANNEX Right or wrong?

Make two “agree” and “disagree” signs and stick them on opposite walls. Make sure there is enough space along the wall for participants to form a straight line. Place two chairs in the middle of the room, so that there is a distance of about 50 cm and enough space for the participants to move around them.

Instructions:

1. Show two signs on opposite walls and explain that you are going to read the statements and that participants are going to agree to a greater or lesser extent with them.
2. Choose one statement from the list below and read it to the group.
3. Tell the participants to line up in space between the two signs according to “how much” they agree or disagree: if they completely agree or disagree, they should stop at one of the two ends; otherwise, they should stand somewhere between those two points.
4. When the participants line up along the line, invite the two from the farthest points to sit on chairs in the middle of the room. Everyone else should now gather around the chairs and stand behind the person whose views they “most” agree with; or in the middle, if they are undecided.
5. Give each person in the chair one minute to give their reasons for agreeing or disagreeing with the statement. No one should disturb them or help them. Everyone should listen in silence.
6. At the end of the minute, instruct the rest of the group to stand behind one or the other speaker (they cannot remain undecided), so that there is one group of people “for” the statement being discussed and a group “against”. Give the two groups 5-10 minutes to split up and prepare arguments to support their point of view and choose different group representatives to present those arguments.
7. At the end of 5-10 minutes, call the groups back and ask the two new speakers to sit in the chairs, surrounded by their “supporters”.
8. Give each speaker a minute to present their arguments, and when they have finished, supporters of one side or the other can switch positions and move to the opposite group, if the opposing side’s arguments were more persuasive.
9. Give the groups an additional five minutes to work through their arguments separately and choose a third speaker. Again, after speaking, allow people to change positions if they wish.
10. Gather the group for analysis.

Analysis and evaluation

Now let’s turn to the review of the process itself and the purpose of the discussion as a form, and the reasons for respecting a pluralistic society. Try not to get into a discussion about the problem itself.

- Did anyone change their mind during the discussion? If so, what were the arguments that convinced them?
- Do the participants feel that they were influenced by something other than the actual influ-

ence of the arguments presented, for example, due to sheer pressure, emotional speech or feelings of rivalry?

- Does it make sense to discuss these issues for those who did not change their minds during the discussion? Can I think of any reason to convince them to change their views?

### Tips for facilitators

The first part of this activity, when participants take their places along the line, should not last more than a few minutes. The goal is for the participants to just take the “starting position” and see where they stand compared to others.

The purpose of the activity is more to practise communication skills and persuasion skills, as well as to think about the questions themselves. Therefore, the participants should be encouraged to think not only about the content and presentation of their own opinions, but also about the type and form of arguments that will be as convincing as possible for the participants on the other side. The goal is to attract as many participants as possible to your side. They can use short pauses between “speeches” to think about the opposing side’s positions, and think about ways to weaken them.

You can use other topics, apart from these suggested ones, which can serve as a basis for discussion. The most important thing is to choose a statement that will be controversial for your group.

Note: You will need about 30 minutes to discuss one statement in multiple rounds. If you want to use more statements, allow more time.

It is good advice to be flexible about the order of events, depending on the strengths and weaknesses of the group and the liveliness of the discussion. For example, you can add an element of surprise by changing the way you choose the first speakers – for example, you can choose two participants who are third in line from the end of each column.

You can allow the speakers to take a sheet of paper, on which they can jot down short notes to remind themselves of different arguments and refer to them as they speak.

You may want to raise the question of whether “pluralism” or freedom of expression should be subject to any restrictions in a tolerant society: should fascist or nationalist demonstrations be allowed, for example?

### Discussion Statements

- We have a moral obligation to use our vote in elections.
- All laws should be respected, even unjust ones.
- The only people who have any power in a democracy are the politicians.
- “People get the leaders they deserve.”
- Citizens’ responsibility is to control the government’s daily activities.

 ANNEX  
Democracy

Democracy is a type of political order that appeared in ancient times. The famous ancient Greek philosophers Aristotle and Plato were among the first to think about forms of government, that is, who should govern: an individual (monarchy), a group of people (aristocracy) or all, that is, the majority (democracy).

The ancient Greek understanding of democracy as the rule of the people in which everyone is equal was formed in ancient Athens - which was then a state, not a city. Given the small territory and the small population of ancient Athens, it was possible for all people to participate in governance without the need for political institutions. Everyone was equal and capable of holding some public office, and who it would be was decided by a die. We call this form of democracy immediate or direct democracy, because the holders of power are elected directly. In recent times, when there are many more people in a certain territory of the state, it is impossible to decide with a dice who will hold a certain office, so over time another form of democracy has developed which is the most represented in today's states - representative or representative democracy. In such a form of democracy, adult citizens have the right to elect their representatives to govern the country and hold various offices on their behalf. They exercise this right in presidential, parliamentary or local elections.

Democracy (From Ancient Greek: *dēmos* 'people' and *kratos* 'rule') is a form of government in which the people have the authority to deliberate and decide legislation (direct democracy), or to choose governing officials to do so (representative democracy). Who is considered part of "the people" and how authority is shared among or delegated by the people has changed over time and at different rates in different countries. Features of democracy often include freedom of assembly, association, property rights, freedom of religion and speech, inclusiveness and equality, citizenship, consent of the governed, voting rights, freedom from unwarranted governmental deprivation of the right to life and liberty, and minority rights.

In today's democratic states, there is a so-called separation of powers, i.e. the division of power into legislative (held by the parliament), executive (government and/or president of the republic) and judicial (courts). Such division of power in democracies was introduced in the 18th century in order to reduce the possibility of manipulation and abuse of power. This is made possible in such a way that each branch of government is separate and independent from the other branch of government.

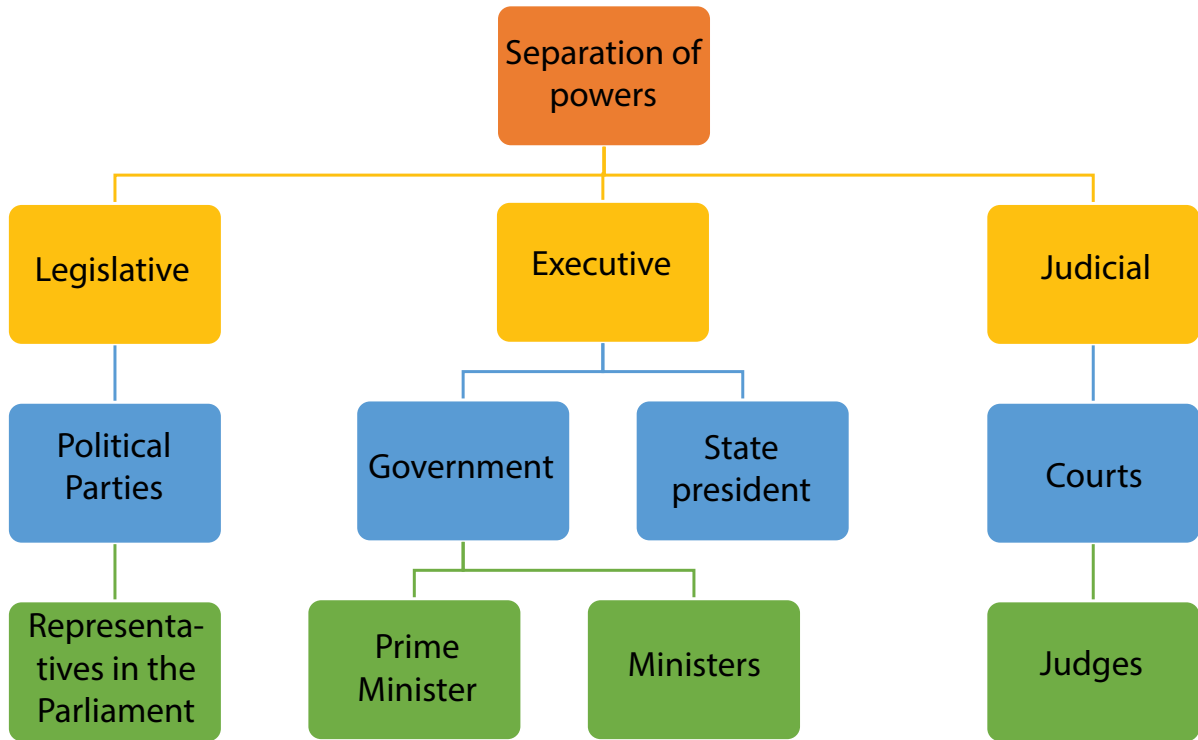
In parliamentary elections, adult citizens can elect representatives to the parliament or political parties that will decide who will be the representatives in the parliament - it depends from country to country. Also, in presidential elections, citizens can elect a president who is part of the executive branch.

By electing representatives to the Parliament, citizens are enabled to participate in the legislative power in such a way that the representatives represent their proposals. Parliament is the most important representative body of citizens because it decides on the basic social and political issues of the state and determines the legal conditions for the operation of other state bodies. The most important powers of the Parliament are deciding on adopting and changing the Constitution and laws, adopting the state budget, deciding on war, peace and changing borders, calling a referendum and supervising the work of the Government.

Local self-government is even more important for citizens in their local communities. Local self-government is actually government in miniature. Cities and municipalities thus have their own local committees to which local representatives are elected, who then have the opportunity to decide on behalf of the citizens about specific topics and problems of a certain community. Some of these topics are: settlement and housing development, spatial and urban planning, communal economy, child care, social care, primary health care, education and primary education, culture, physical culture and sports, consumer protection, protection and improvement of the natural environment, fire and civil protection and traffic in their area.



LEAFLET  
Separation of powers







## ANNEX

### Connect yourself

Divide the participants into two groups in such a way that each of the participants in the circle says the number 1 or 2 until they reach the end of the circle. When the participants are divided into groups, explain the rules of the game. The game consists of two phases - preparation of materials and agreement on tactics, and the performance itself. The first step is to stick a highlighter with scotch tape around the lid so that it does not open during the game and to tie a long rope around the lid. After that, or during the preparation of the material, groups can agree on the strategy of passing the highlighter. When the group is ready, they can stand in a straight line to pass the highlighter with the string through each participant's clothing in such a way that the highlighter with the string enters through one sleeve and exits through the other sleeve and is then handed to another person until the end of the line. The game ends when the highlighter with the rope is passed from the first person to the last person in the group, that is, when the whole group is connected by the highlighter and the rope. The group that does it first wins, but give time to the other group to finish the game and assist if necessary.

Note: Let the groups come up with their own strategy for threading the highlighter with the string - maybe each person will thread through their own sleeves, maybe a fast person will thread through the whole group (in this case, note that it's okay if one of the participants is bothered by another person's touch, so let them do it themselves).



## ANNEX

### Draw the word

Print out The Universal Declaration of Human Rights (summary) and cut articles that will be used in a game with scissors. Select the rights you want the group to work with and create a list to use in the game.

Instructions:

1. Ask the participants to get into small groups of 4 or 5 and choose a name for their team.
2. Explain to the participants that they will work in a team during the activity. In each team, one person will be given the task of presenting a drawing of one article of The Universal Declaration of Human Rights. The other team members have to guess which right it is. The team that guesses first gets a point. The team with the most points at the end of the game wins.
3. Tell the teams to take a few sheets of paper and a pen and find a place in the room where they can sit. The teams must be arranged around the room so that they cannot hear each other.
4. Invite one member from each team. Give them one of the rights on your list (if there will be 5 groups – print 5 different rights \* 5 rounds so that in every round each group has a different right from those 5 that you have chosen).
5. Tell them to go back to their group and draw that right, and let the rest of the team try to guess which right it is. Only drawings can be made; numbers and words must not be used. Also, no conversation is allowed, except to confirm the correct answer.
6. The rest of the team can only say their assumptions; they don't ask questions.
7. After each round, ask the caricaturists to write on their drawing which right is in question, whether they have finished the drawing or not, and to put the paper away.
8. Start the second round of the game; invite new people to be cartoonists and give them a second right. A different person should draw each time. Try to emphasise that it is important that everyone has at least one chance to draw.
9. Finally, ask the group representatives to hang up their work so that the different drawings and interpretations of the groups can be compared and discussed.

## Analysis and evaluation

Start with an overview of the activity itself, then move on to discuss what the participants know about human rights.

- Was drawing human rights more difficult or easier than the participants expected?
- On what basis did the participants decide how to draw a certain right? Where did they get the idea for the picture?
- How can different drawings of a right be compared? How many different ways were there to draw and interpret the same concept?
- When all the pictures have been reviewed, ask the participants what they discovered, how much or how little they know about human rights.
- Do they think that human rights have any importance in their lives? Which?

## Tips for facilitators

Before doing this activity, you should read Annex - The Universal Declaration of Human Rights (summary) and Annex – Human rights and active citizenship, and find out what is meant by human rights. For example, that they are internationally guaranteed, legally protected, that their focus is on human dignity, that they protect both individuals and groups, they cannot be taken away, they are equal, interdependent and universal.

Note that participants who consider themselves to be poor at drawing may think it will be too difficult for them. Dissuade them, tell them you're not looking for a masterpiece, and encourage everyone to try. They could surprise themselves!

When looking for rights that will be used in the game, use the abbreviated version of The Universal Declaration of Human Rights. Some suggestions: right to life, protection from torture, right to a fair trial, protection from discrimination, right to privacy, right to education, freedom from slavery, freedom of association, freedom of expression, right to citizenship, freedom of thought and religion, right to vote, the right to work, the right to health, the right to own property, the right to marry and start a family, and the right to choose a spouse.



## ANNEX

### The Universal Declaration of Human Rights (summary)

|  |   |
|--|---|
| Article 1<br>We are all born free and equal      | Article 16<br>Right to Marry and to Found a Family            |
| Article 2<br>Freedom from Discrimination         | Article 17<br>Right to Own Property                           |
| Article 3<br>Right to Life                       | Article 18<br>Freedom of Religion or Belief                   |
| Article 4<br>Freedom from Slavery                | Article 19<br>Freedom of Opinion and Expression               |
| Article 5<br>Freedom from Torture                | Article 20<br>Freedom of Assembly and Association             |
| Article 6<br>Right to Recognition Before the Law | Article 21<br>Right to Democracy                              |
| Article 7<br>Right to Equality Before the Law    | Article 22<br>Right to Social Security                        |
| Article 8<br>Right to Remedy                     | Article 23<br>Right to Work                                   |
| Article 9<br>Freedom from Arbitrary Detention    | Article 24<br>Right to rest and free time                     |
| Article 10<br>Right to a Fair Trial              | Article 25<br>Right to Adequate Standard of Living            |
| Article 11<br>Presumption of Innocence           | Article 26<br>Right to Education                              |
| Article 12<br>Right to Privacy                   | Article 27<br>Right to Cultural, Artistic and Scientific Life |
| Article 13<br>Freedom of Movement                | Article 28<br>Right to a Free and Fair World                  |
| Article 14<br>Right to Asylum                    | Article 29<br>Duty to Your Community                          |
| Article 15<br>Right to Nationality               | Article 30<br>Rights are Inalienable                          |



## ANNEX

### Human rights and active citizenship

The Universal Declaration of Human Rights is a document promulgated by the United Nations in 1948. The United Nations (UN) is a world organisation whose aim is to maintain international peace and security, protect human rights, provide humanitarian aid, promote sustainable development and guarantee international law. The UN was founded after the Second World War in order to prevent future wars and the unprecedented destruction and number of victims that the Second World War brought.

In the first and second articles of the Declaration, it is clearly stated that all human beings are born free and equal in dignity and rights. The rights and freedoms specified in the declaration are guaranteed to all people regardless of race, colour, sex, language, religion, political opinion, national or social origin, property, birth or any other legal status. Therefore, it is important to know what these rights are and that these rights cannot be taken away from anyone.

To make it clearer to the participants what human rights are, play them a short summary from the video on YouTube. Example: <https://www.youtube.com/watch?v=GDdJ-EI3sVU>

In all democratic countries, human rights at the national level are guaranteed by the Constitution. It is a fundamental document of a country that determines the political and legal order of that country, i.e. the way in which that country functions: how the elections will take place, how old voters must be to be able to participate in the elections, how long the presidential mandate lasts, how many counties or districts the country has, what is the capital city, what is the official language of the country, who takes care of orphaned children, will education be free, how will citizens manage affairs in their local communities, ...

At the European level, our rights are protected by the European system for the protection of human rights because our country is part of the European Union. Within the EU, there is the institution of the European Court of Human Rights in Strasbourg, which we can turn to if we believe that our country has not done enough to protect our rights or if the country has denied us a right.

On the other hand, apart from the courts, we can exercise our rights through the institutions of petitions and referendums. The majority of European countries in their legal order have the possibility of discussing an important topic in a referendum. Each referendum is designed so that citizens can circle “yes” or “no”, that is, “for” or “against”. For some countries this is only possible for the local or regional level (such as questions about demolishing a city park to build a hotel or questions about free textbooks for primary school children in a city), and for most also for the national level (such as questions about access states to the European Union, questions about whether citizens are in favour of banning the production and sale of genetically modified products or questions about extending the retirement age)

## Annexes for Workshop 3 - Advocacy communication tools/techniques



### ANNEX

#### Determination of the concepts 'advocacy' and 'communication'

Communication is the exchange of messages among people for the purpose of achieving common meanings (Shaik, 2012).

Advocacy is a set of targeted actions directed at decision-makers in support of a specific policy issue; strategies devised, actions taken and solutions proposed for influencing policy, laws, regulations, programs, or funding—decisions made at the uppermost levels of public or private sector or community (Buckley 2019).

Without communication advocacy cannot exist, through communication you can change opinions and decisions, and if you use communication for this exact purpose, then you are already practising advocacy.

According to Guy Kawasaki, if you are experiencing great difficulty getting support for your idea 'It is because you either have a piece of crap or you are not effectively communicating what you have. Both of these are your fault.'

The ability of communication is essential to the success of any undertaking and is an important factor in the achievement of its objectives. We have entered an age of knowledge, and the key to accessing and harnessing the knowledge lies in the ability to communicate. ' (Shaikh, 2012)

We communicate through different channels and with different techniques in everyday interactions, or when building a team, conceptualising our ideas, planning, fundraising, implementing and evaluating our projects etc.



## ANNEX

### Channels/methods of Communication and Advocacy

Channels/methods of Communication and Advocacy are the following:

- In-person conversations: best for engaging individuals, local authorities and small groups (ex. take someone for lunch, conferences, personal meetings)
- Phone calls, video chat or conference: to involve remote participants
- Social media: Facebook, Twitter, live videos, posters and flyers
- Bulk SMS: best in advocacy campaigns or marketing your service
- Traditional media: radio, information centre, TV, newspapers - best for advertising or creating awareness
- Shared to-do lists: for keeping things going among your team
- Community events: festivals and other public gatherings
- Electronic communications: E.g., periodic newsletters via email subscriptions, blog posts, e-mails
- Surveys: if you need feedback on your work



## ANNEX

### Elements of advocacy communication, tips for communication

Elements of advocacy communication are the following:

- Goal setting (one/multiple or shifting goalposts)
- Gathering policy and political information
- Assessing risk (E.g., opponents)
- Building strategic relationships
- Establishing your credibility as an advocate
- Linking advocacy to your business priorities
- Maintaining focus

Advocacy requires a long-term, ongoing effort; it's not a one-off occurrence.

What is NOT advocacy?

- Information, education and communication;
- Informing the government about your organisation;
- Raising public awareness about your organisation and its programmes;
- Fundraising;
- Lobbying or attempting to influence legislation or a legislator at the local, regional, state/provincial, national or international level. Lobbying is one type of advocacy, but not all advocacy is lobbying. For example, advocacy is not tutoring students in an after-school programme. But advocacy is gathering signatures from members of your community for a petition to alter public education practices that are harmful or disadvantageous to students.

Advocacy relates to influencing decisions of policy-makers and other key influencers.

#### **Tips for communication and advocacy:**

1. Determine what you seek to achieve: what is your goal? What to communicate to get the results you vision?
2. Develop a purposeful communication strategy: who communicates (responsible person) what (message) to who (targeted audience) using which channel at what time (level of progress), why (results), how often (frequency) and to achieve what purpose (goal)
3. Understand your audience: language!, trust, what they want (voice of community)
4. Build a concise and clear message, and stick to the issue. Elmo Lewis developed the AIDA model in 1898 for explaining how personal selling works, but it can help you in communication and advocacy as well to raise awareness and action for different topics:



- A - make the target audience aware of what you do
- I - build interest by sharing exciting information
- D - fuel desire
- A - invite them to take action

5. Invite feedback.



## ANNEX Survival skills for advocacy

Where possible, emphasise the positive.

Emphasise your organisation's accomplishments to the community.

Plan for small wins.

Present the issues in the way you want others to see them (make a brand).

Develop your own public identity (name, logo, identity).

Check your facts. Evidence-based advocacy is key.

Keep it simple.

Be passionate and persistent.

Be prepared to compromise.

Be opportunistic and creative.

Stay your course and keep your eyes on the prize.

Make issues local and relevant to your audiences.

Work towards obtaining broad-based support from the start.

Work within the competency base and budget of your group.

Try to work outside the experiences of your opponents.

Tie your advocacy group's efforts to related events in the news or community.



## HANDOUT

### Communication planning

Elements of communication planning for advocacy:

- Summary/overview of plan;
- Goals (general);
- Objectives (specific);
- Target audiences;
- Key messages;
- Strategies (approaches);
- Tools and tactics;
- Timeline;
- Budget;
- Evaluation (what success would look like and has that been achieved).

| <b>Communication Planning Guidelines</b> |   |
|--|---|
| Who?                                     | What audience(s) are we trying to reach? What do we know about them and their understanding, their information needs and their preferences? What secondary audiences are we also trying to reach?     |
| Why?                                     | What purpose do we have in mind? What are we trying to achieve? What do we want audiences to do? What are our objectives?   |
| What?                                    | What information or messages—what content—do we want to convey in order to achieve our objectives and to motivate and mobilise the audience(s)?   |
| How?                                     | What communication channels or media will be most effective in doing this? What combination of channels will work best?   |
| When?                                    | What critical timing is involved? Are there key windows of opportunity? Are there key dates by which something needs to happen?   |
| Where?                                   | In what settings will our communication be used? Do we need to adapt our approach for different settings?   |
| What's happening?                        | Is the communication working? Is it achieving what we hoped it would? What feedback are we getting from our audience(s)? How can we improve the feedback to ensure that the communication is working? |

# Annexes for Workshop 4 - Good practices in the community-based movements field



## HANDOUT

### Action Plan template

Describe briefly the already existing support/services for care leavers in your country.

Describe what is missing, what are the gaps in your country (what kind of support would be necessary).

What would be necessary to be able to transfer the elements of the Youth Conferences in your country? Consider:

- sustainability and networking issues (from social/economical point of view, considering the support needed from public/private entities and from the civil sector, collaboration with local/regional/national decision makers and financers)
- fields of support (employment, healthcare, language, education, housing, etc)

Describe the steps that you should do and the timeframe in order to transfer the selected elements of the Youth Conferences.

| Steps | When? |
|-------|-------|
| 1.    |       |
| 2.    |       |
| Etc.  |       |



## ANNEX Tips for the trainer

Table no° 1 – “Which are the most positive aspects of the Youth conferences? Which aspects/elements could be transferable to our context/country?”

Example of questions for discussion:

- Is the project well accepted by the target group? Is it engaging and inspiring for them?
- Does the project meet the true needs of the individual? Does it truly improve the quality of life?
- To which extent the best practice is sustainable? (from social/economical point of view, considering the support from public/private entities)
- What are the benefits of the project for the local community? How it changes the image of care leavers in the eyes of the society?

Table no° 2 – “What are the critical issues/difficulties of the Youth Conferences? Which are the aspects/elements that would be difficult to transfer to our context/country?”

Example of questions for discussion:

You can use the same questions as for Table no°1.

Table no° 3 – “Similarities and differences between the Italian context and my country’s context regarding the care leavers’ main issues/problems (to find an accommodation, to use the Citizenship income, the need for more meetings with other CLs etc.)?”

Example of questions for discussion:

- What does autonomy mean to you?
- What do you need to achieve your autonomy?
- Active participation: When and where you feel involved, when and where you feel excluded?
- In which inclusion fields does the project support care leavers? (Employment, healthcare, language, education, housing, etc.)
- What is the common attitude of society to Care Leavers in your country?

Table no° 4 – “Similarities and differences between the Italian context and my country’s context regarding the instruments that help care leavers in their active citizenship at national level. Are there any similar projects in our country?”

Example of questions for discussion table n° 4:

- As young care leavers what kind of support would you ask from the institutions?

- What kind of support/services are the institutions currently proposing?
- To which extent the best practice is sustainable? (from social/economical point of view, considering the support from public/private entities)

## Annexes for Workshop 5 - Me as an active citizen



### ANNEX Young Experts

#### About APDES

- Portuguese NGO (Non-Governmental Organisation) based in the Porto area that promotes the integrated development of communities.
- It aims to carry out interventions aimed at improving access to health, employment and education for communities and publics in vulnerable situations.
- Focused on promoting the successful social and professional pathways of youngsters in the process of autonomy (leaving alternative care and being independent adults), working their life autonomy process and, consequently, social inclusion.
- Activities implemented in order to achieve their goals:
  1. Capacitation of informal groups, one composed by care leavers who once lived in foster care and/or institution and another composed by professionals/caregivers that work in foster care system and institutions for children without adequate parental care, to promote participatory and democratic management processes and to implement an action plan adapted to specific needs of the beneficiary
  2. Training and coaching sessions with care leavers in the process of autonomy (leaving alternative care and being independent adults), and youngsters in NEET status (Not in Education, Employment, or Training) for the promotion of life and career management
  3. Creation of an App and YouTube Channel to support young people in process of autonomy

The Young Experts are a group of young people with experience in living in alternative care. The group was formed as a part of a bigger project which focused on care leavers, their opportunities and empowerment. It followed the principle “nothing about us without us” which acknowledges the first-hand experiences and opinions about alternative care from those who actually lived it.

These individuals are considered experts by experience, and although they maybe do not have the formal education in the field of social work or social policy, their opinions on the subject matter are equally important, if not more, because of the years the spent in the alternative care and all of the inside knowledge and experience that only they have.

Involving both the Young experts and the professionals in the field in the discussion about living conditions, housing possibilities, opportunities and all the other important topics for children and young people living in alternative care opened a safe space for dialogue and better mutual understanding.



It gave the opportunity for children and young people living in alternative care to feel represented, heard, seen and valued. Also, it strengthened the relation and communication between all the different groups within the alternative care community and opened the space to share perspectives. Because of that the Young experts got the recognition they needed to feel valuable and seen, they filled the need for active participation, and in the end they contributed to altering the system in a way that best benefits them.

 ANNEX  
Storytelling

Storytelling has probably been around as long as humans. The first stories were primitive, and archaeological sites around the world testify that the people of the first civilizations told stories with pictures, that is, drawings in caves. With the development of language, storytelling has become more complex, and in modern times storytelling was used orally in order to describe to the listeners an event, situation or fictional story such as fairy tales, folktales, mythology or legends. All these types of storytelling have one thing in common, and that is emotion. You can certainly imagine the voice, excitement and facial expression of a grandfather telling his granddaughter the story of Hansel and Gretel - a fairy tale more than 200 years old - before going to bed.

In today's time, storytelling is all around us. If you open your Facebook, Instagram or TikTok accounts, you will surely find a video in which someone prepares a meal and talks about a recipe, or a video in which a dog chases cats, and its owner comments on that behaviour, or a newspaper article in which a journalist talks about events in the country during this morning. All these stories attract viewers if the narrator uses emotions, that is, if his goal is to arouse emotion in the listener. For example, if a dog owner comments on a video of his dog chasing a cat and laughs, it will surely get your attention because laughter is a desirable emotion. On the other hand, if a journalist reports on the actions of a government that wants to ban the right to abortion and adds a clip of a sad and angry woman commenting on such a government decision, it is more likely that the story will be more interesting to people who can identify with that woman from the interview.

In the same way, storytelling can help young people from alternative care who want to improve their status and win some rights for themselves. The important stakeholders in the society for young people from alternative care are ministries of health, ministries of education, ministries of labour, ministries of social policies, centres for social welfare, employment offices, associations of foster parents, associations that work with young people from alternative care, local and city committees, centres for provision of services in the community, family centres, representatives and professional staff of children's homes and foster parents.

Storytelling is extremely useful when advocating for rights, and if we use it, the following must be kept in mind:

- Determine your (and your audience's) belief systems.
- Seek to foster empathy.
- Identify your audience and the kind of change you want to inspire.
- Consider how the way a story is told may impact your audiences' experiences with story, characters, and message.
- Experiment with visual representation! Incorporating visual design could better convey the many elements of your story.



## LEAFLET

### Storytelling principles

Storytelling is an extremely useful tool when advocating for rights because it evokes emotions in the listener that allow the listener to identify with the person telling the story. If we use a storytelling tool (either live or through some visual medium) the following must be kept in mind:

- Determine your (and your audience's) belief systems.
- Seek to foster empathy.
- Identify your audience and the kind of change you want to inspire.
- Consider how the way a story is told may impact your audiences' experiences with story, characters, and message.
- Experiment with visual representation! Incorporating visual design could better convey the many elements of your story.

It is also important to follow some principles to make a good story:

- Story should be about real-life people.
- Considering that today's audience's attention span is short, you have to get them interested within 5-10 seconds.
- Be short and precise - maximum 2 minutes.
- Let your main character have a name, years and to tell his/her story in his/her name.
- Let your story evoke emotions - happiness, sadness, anger, nostalgia, empathy, pride, ...
- The best stories are those told by a person from their own experience.



HANDOUT  
Crossword

A crossword puzzle grid consisting of 14 numbered starting points for words. The grid is composed of empty rectangular cells. The numbers are placed in small boxes at the beginning of the words:

- 1: 10 letters (horizontal)
- 2: 8 letters (horizontal)
- 3: 3 letters (vertical)
- 4: 7 letters (vertical)
- 5: 6 letters (vertical)
- 6: 6 letters (vertical)
- 7: 8 letters (vertical)
- 8: 10 letters (horizontal)
- 9: 5 letters (vertical)
- 10: 10 letters (horizontal)
- 11: 2 letters (vertical)
- 12: 5 letters (horizontal)
- 13: 8 letters (horizontal)
- 14: 2 letters (vertical)

### Across

3. The basic need to be self-directed and to feel self-determined.
4. A type of alternative care, considered to be the best type of housing and care for those children who cannot live with their biological family.
5. The granting of the power, right, or authority to perform various acts or duties.
6. A type of political order.
7. To take part in or become involved in an activity.
9. A time or set of circumstances that makes it possible to do something.
11. Name of the Erasmus+ project for which this activity was designed for.
14. An attempt to determine relative or intrinsic worth of something.

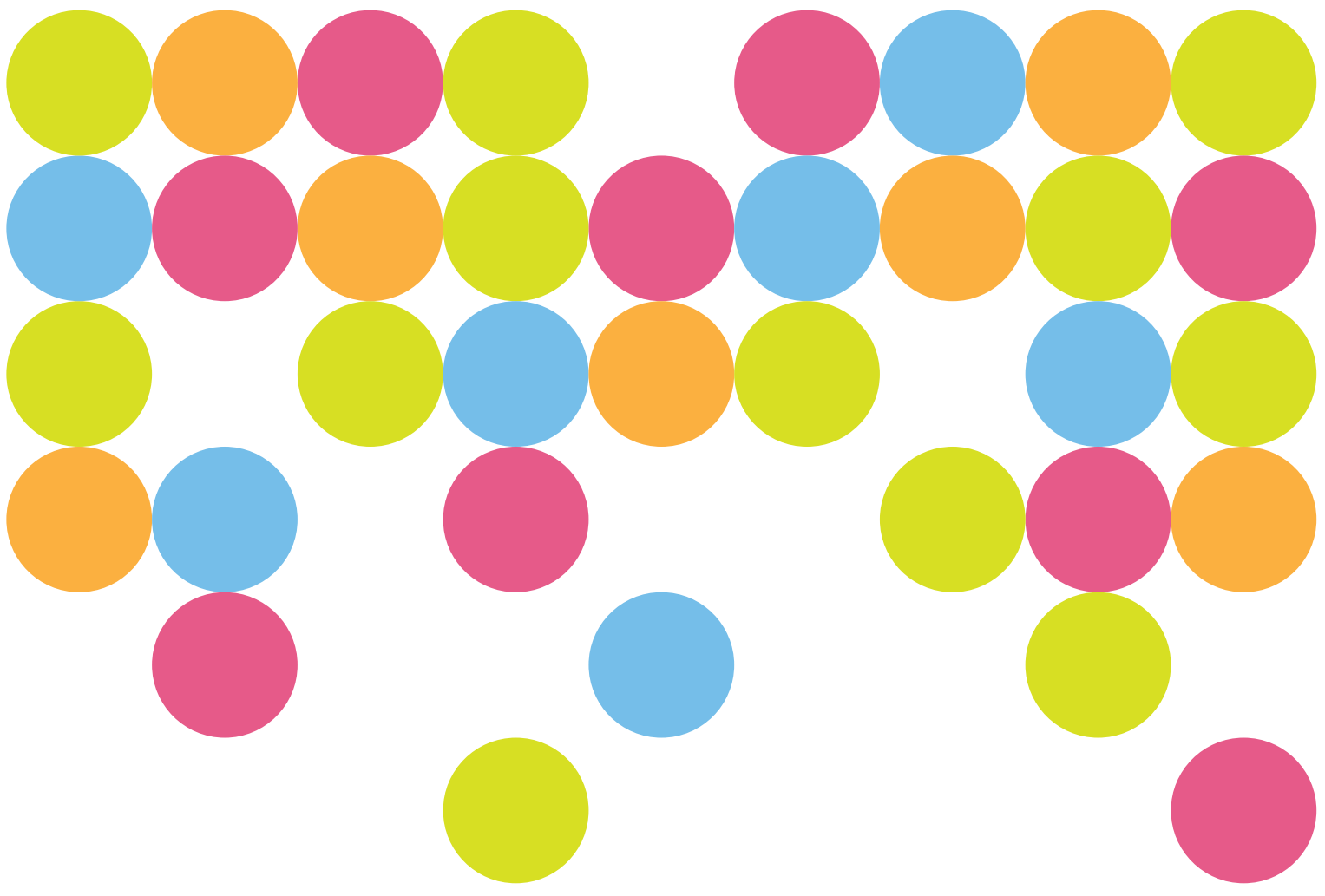
### Down

1. The basic rights and freedoms that belong to every person in the world, from birth until death.
2. An adult who has spent time living in the care system, away from their family. This could be with a foster family, in a children's home or supported housing service.
5. European Commission's Programme for education, training, youth, and sport.
8. A set of specific forms of behaviours, experience and action that are expected of a person.
10. The exchange of messages among people for the purpose of achieving common meanings.
12. Two or more individuals who have some common characteristics, goals and needs and are in constant mutual interaction.
13. A set of targeted actions directed at decision-makers in support of a specific policy issue.

## Solutions

1. Human rights
2. Care leaver
3. Autonomy
4. Foster care
5. Across - Empowerment  
Down - Erasmus+
6. Democracy
7. Participating
8. Group roles
9. Opportunities
10. Communication
11. Youth moving
12. Group
13. Advocacy
14. Evaluation





Youth  
moving