

“From Animation to Education (FATE)” - training seminar

Project summary

In our previous work plans we planned an activity for returned volunteers. This year we added a returned volunteers meeting within our existing work plan ‘Beyond the SEA’.

FATE is a 5-days training seminar that takes place from the 15th until the 20th of November 2017 in Assel (The Netherlands). This seminar is for volunteers returning from a voluntary service abroad, where they were active in youth projects. Through this the participants have developed youth work competences in animation and have been confronted with Human Rights issues. This activity will use the concept of Human Rights Animation as an instrument for Human Rights Education.

This training seminar is a direct follow-up of ‘the Creanimators’ (April 2017) but as well as on our 2015 work plan activity ‘Streetwise’ and 2016 work plan activity ‘Take the next step’. In this format we start from the strong voluntary experience catering for vulnerable groups, training and motivating them to continue this work after returning home. As this is a very particular target group, we will use the evaluated trainer’s manual of the first edition as basis for the programme. Different for this edition is that we will bring in a stronger focus on the gender perspective in the analysis of human rights, and steer the process towards setting up tools concerning human rights animation.

Objectives

The training seminar has following objectives:

1. To raise awareness on the HR dimension of voluntary work within a Don Bosco setting, both within the setting of an international voluntary service as well as within the local community
2. To encourage returned volunteers and enabling them to train their educational skills enabling to take on an engagement in their local communities
3. To use Human Rights Animation as an instrument for peer learning in Human Rights Education, mainstreaming this approach for other returned and future international volunteers
4. To encourage the networking in between volunteers from different European countries, and motivate them to stay also involved within DBYN
5. To encourage networking and cooperation between returned volunteers of the Summer Exchange of Animators and those who took part in long-term international voluntary service

Beyond the SEA

Beyond the SEA DBYN's 'Summer Exchange of Animators' of 'SEA' is a cornerstone of the network. It is an exchange programme in between our member organisations, offering local volunteers at summer activities the chance to volunteer in summer activities in another country. This programme started in 2003, is selfmanaged by our member organisations and has an average 50 volunteers carrying out the exchange per year. Since the start of this master plan DBYN took on the role to give quality impulses to strengthen the learning experience. In 2015 we developed a common communication platform with a “brand”, a website (www.summerexchangeofanimators.eu) and a Facebook page. In 2016 we developed tools which can support the volunteers in practice by releasing a Game APP on iOS and Android, and a Portfolio for international volunteers. In 2017 we aim to give impulses directly to the local volunteers, hosts and organisations in order to strengthen the overall quality

We have 3 main aims for this work plan:

1. To train animators to integrate Human Rights Education into summer activities and initiate a continued peer-to-peer learning process.
2. To strengthen the visibility of the Summer Exchange of Animators and promote its potential for Human Rights Education
3. To strengthen the quality of the Summer Exchange of Animators through facilitating cooperation between sending and host organisations, international animators and trainers.

To achieve these aims we will organise actions carried out in several activities:

1. A training course (TC) we did for international animators which participated or will participate in the Summer Exchange of Animators in 2017 (Activity 1).
2. The development and collection of HRE animation methods and the implementation of a vlog campaign during the Summer Exchange of Animators, where animators post their experiences of using HRE in animation. We have also added an extra training course during the SEA in Podgorica. This one takes place in June. It will allow us to develop a campaign to encourage the other countries to participate as well (Follow-up of activity 1).
3. A symposium for sending and host organisations, animators and trainers to evaluate the integration of HRE in practice and develop tools and resources to support the continuation of this integration process (Activity 2).
4. The release of an APP promoting the outcomes of the work plan, as well as a final report disseminating all outcomes. We will probably update the existing games APP integrating HRA games inside. It could also be an opportunity to review the 280 games which are already included (Follow-up activity 2).
5. A training seminar for returned volunteers (Activity 3)

Profile participants

This activity is targeted at ‘returned volunteers’. These are young people who mostly do not have a long background in local youth work, but come to youth work through an international experience working as a volunteer in a social youth project. The voluntary service projects last in between 2 weeks and 1 year. This means that all participants have a practical experience in working to safeguard children and young people from intrusions to their HR and working with disadvantaged youth. They also have skills in animation. This is because the standard voluntary service in a Don Bosco project includes being an animator in a youth centre or oratory.

This training seminar should prepare and encourage international volunteers who have returned from an international voluntary service to become active on in their local communities promoting Human Rights Animation and/or Human Rights Education.

We put forward following profile:

- Voluntary Service experience in youth work abroad:
 - Summer Exchange of Animators (short-term voluntary service)
 - Short-term international voluntary service in group or individually
 - Long-term international voluntary service individually
- Motivated to continue voluntary engagement in local community
- Interest in the topic of Human Rights Education and Animation
- Being able to act as a multiplier within the local community and sending organisation
- Being able to communicate in English
- Being open and motivated for an international experience
- Target Group: 18 – 25

We have a maximum of 20 participants. Participants can come from all our MOs. The following table gives an indication of the max reimbursement per person.

Trainer/host	From	To	Means of transport	Maximum reimbursement pp
JIW / SDB AT	Vienna	Amsterdam	Airplane	€ 175,00
JDB	Heverlee	Apeldoorn return	Train	€ 100,00
SADBA	Prague	Amsterdam	Airplane	€ 175,00
AZ	Benediktbeuern	Amsterdam	Airplane	€ 175,00
SYM IRE	Dublin	Amsterdam	Airplane	€ 175,00
SCS/TGS	Rome	Amsterdam	Airplane	€ 175,00
SPYS	Sliema	Amsterdam	Airplane	€ 250,00
DBC Podgorica	Podgorica	Amsterdam	Airplane	€ 250,00
DBYNnL	Amsterdam	Amsterdam	Airplane	€ 0,00
WDM	Krakow	Amsterdam	Airplane	€ 250,00
DOMKA	Bratislava	Amsterdam	Airplane	€ 200,00
Ceh	Ljubljana	Amsterdam	Airplane	€ 250,00
Confe	Madrid	Amsterdam	Airplane	€ 175,00
Don Bosco Odessa	Odessa	Amsterdam	Airplane	€ 300,00
SYM UK	Bollington	Amsterdam	Airplane	€ 175,00

*Training programme : **adapted** version*

Daily time table	Wednesday 15/11/2017	Thursday 16/11/2017	Friday 17/11/2017	Saturday 18/11/2017	Sunday 19/11/2017	Monday 20/11/2017	
07:30 – 08:00	Team meeting - Arrival of pax	Optional morning Mass					Cleaning up - Departure of the pax.
08:00 – 09:00		Breakfast					
09:00 – 09:15		Every day is started by a short goodmorning by the pax at around 09:00					
9.15-11.00		Common reference framework: Sharing experience	HR(A) Frame works	Practical Analysis	Action planning: from global action to local initiative		
11:00 – 11:30		Coffee break					
11:30 – 13:00		Common reference framework: Mapping different actors in voluntary experience	HR(A) in voluntary service project	Analysis educational outcomes Apeldoorn by day	Action planning HRA		
13:00 – 14:30		Lunch					
14:30-16:30		Methods for animation	HR(A) in local communities	Analysis of previous experiences	Evaluation Future planning		
16:30 – 17:00)		Coffee break					
17:00 – 18:30		Methods for animation	HR(A) in local communities	Overall analysis	Mass		
18:30 – 19:30		Dinner					
19:30 – 20:30		After Dinner the team sits together to evaluate and prepare the next day, the pax have free time					
20:30-22:30		Getting to know each other and introduction of the seminar	Intercultural evening HR & gender perspective	Intercultural Game Evening	Analysis HRA-HRE	Farewell party	
22:30 – 22:45		Every day is concluded by a short goodnight.					
22:45 - ????	The pax have the opportunity to socialize and to have a drink at the bar.						

“FATE” – From Animation to Education: original daily schedule



Daily time table	Wednesday 15/11/2017	Thursday 16/11/2017	Friday 17/11/2017	Saturday 18/11/2017	Sunday 19/11/2017	Monday 20/11/2017	
07:30 – 08:00	<i>Optional morning Mass</i>						
08:00 – 09:00	Breakfast						
09:00 – 09:15	<i>Every day is started by a short goodmorning by the pax at around 09:00</i>						
9.15-11.00	Team meeting - Arrival of pax	Common reference framework: Sharing experience	HR(A) in voluntary service project HR(A) Frame work	Practical Analysis <i>In Apeldoorn</i>	Action planning: from global action to local initiative	Cleaning up - Departure of the pax.	
11:00 – 11:30		Coffee break					
11:30 – 13:00		Common reference framework: Mapping different actors in voluntary experience	HR(A) in voluntary service project	Analysis educational outcomes Apeldoorn by day	Action planning HRA		
13:00 – 14:30		Lunch					
14:30-16:30		Methods for animation	HR(A) in local communities	Analysis of previous experiences	Evaluation Future planning		
16:30 – 17:00)		Coffee break					
17:00 – 18:30		Exploring Human Rights Framework <i>Methods for animation</i>	HR(A) in local communities	Overall analysis	Mass (Andy)		
18:30 – 19:30		Dinner					
19:30 – 20:30		<i>After Dinner the team sits together to evaluate and prepare the next day, the pax have free time</i>					
20:30-22:30		Getting to know each other and introduction of the seminar	Intercultural evening <i>HR and gender perspective</i>	<i>Intercultural evening & games</i>	Analysis HRA-HRE		Farewell party
22:30 – 22:45	<i>Every day is concluded by a short goodnight.</i>						
22:45 - ???	<i>The pax have the opportunity to socialize and to have a drink at the bar.</i>						

Overview of the day programme

Daily sessions	What?	How?	Learning objectives/outcomes
07:30 – 08:00	Optional morning Mass/morning prayer	Each morning the Salesian Chaplain offers an optional morning mass or a morning prayer to the pax.	<ul style="list-style-type: none"> • Offer a mass or morning prayer for those pax who ask for it • Create a moment of spiritual reflection before the start of the day
09:00 – 09:15	Goodmorning	Each morning a duo or trio of pax prepare a reflection session to start-off the day. The pax decide their groups themselves, but are asked to do at least one goodmorning/goodnight. The reflection should prepare the pax for the learning programme of the day. The Salesian Chaplain supports the pax in developing the goodmorning.	<ul style="list-style-type: none"> • Install an intercultural atmosphere and to create a moment of reflection • Connect with the worldwide Don Bosco Movement • Prepare for the learning programme of the day
19:30 – 20:30	Team meeting	After Dinner the team sits together to evaluate and prepare the next day, the pax have free time	<ul style="list-style-type: none"> • Evaluate and adjust the learning process • Follow-up on individual needs of pax • Create a team feeling
22:30 – 22:45	Good night	Each evening a duo or trio of pax prepare a reflection session to start-off the day. The pax decide their groups themselves, but are asked to do at least one goodmorning/goodnight. The reflection should close the learning programme of the day. The Salesian Chaplain supports the pax in developing the goodnight.	<ul style="list-style-type: none"> • Install an intercultural atmosphere and to create a moment of reflection • Connect with the worldwide Don Bosco Movement • Close the learning programme of the day
22:45 – 00:00	Bar	The pax have the opportunity to socialise and to have a drink at the bar. We will provide game materials and musical instruments for the pax to use.	<ul style="list-style-type: none"> • Get to know each other in an informal setting • Have fun together

Trainermanual

Session outlines

Introduction evening

Timing in the programme	Wednesday evening
Background/rationale	The evening sets the start of the seminar and should create an atmosphere of welcome and a positive group feeling.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Introduction of the team of trainers of DBYN <ul style="list-style-type: none"> ○ Getting to know each other (name games) ○ Introduction of DBYN ○ Collect expectations / fears of the pax ○ Quick overview of the programme ○ Don Bosco – getting on the same page ○ Introducing the murder game ○ Creating post-box ○ Introducing a feedback box ○ Divide up the good mornings & good nights ○ Write down the energizers ○ Getting advice for the trainers • Divide up the duties
Description session (Methodology, methods, timing)	<p><u>Name games & introduction of the QR rally [20-30 min]</u></p> <ul style="list-style-type: none"> • Welcome to the program (introduce the team - just names, photo rights,...) (Passport) • Name games: take the train, 1-2 other name games • COMPASS Take a step forward - modified sentences - You take one step forward if the sentence applies to you. In some rounds it can be interesting to “interview” some people about their exact answer <ul style="list-style-type: none"> ○ I was a volunteer abroad. (for testing if everyone understood the instructions) ○ I volunteered in a Don Bosco organisation ○ I was abroad for a year or longer ○ I did my voluntary service in Africa ○ I did my voluntary service in Asia ○ I did my voluntary service in the Americas ○ I did my voluntary service in Europe ○ I speak Spanish ○ I speak French ○ I speak English ○ I learned a new language while I was abroad ○ I felt well guided and supported during my voluntary service ○ Overall I had a good experience volunteering abroad ○ My family or friends visited me while I was abroad ○ I learned something new about myself while I was abroad ○ ...

- Facebook Page with message/post-boxes (Biju en Claudia)
Each participant gets an envelop (A4 size). This is their facebook page which has to be filled up by all. First everyone writes their own names on the envelop (back side). Then the envelops/facebook pages are passed around (music is played), when the music stops with the envelop that you have at that moment; find the person and draw a profile photo of that person. Then again music is played, the envelops are passed around, music stops and then gets a new task:
 - Flag of her/his country
 - Two hobbies of the person
 - Favourite food
 - Feelings of that moment etc.

At the end all the envelops are placed on wall and can be used as a message box, to give likes, pokes, tags....

- Positioning:
 1. Map of Europe – where are you from
 2. World map- where have you been to voluntary service.
 3. Age and birthdays
 4. How many trainings have you done already?
 5. Know Don Bosco since...

- Introducing the QR rally:
 - each pax has a different route but will meet others at some stations
 - 5 min for each stop - 1h in total (set a count down yourself)
→ some stops are shorter, but you have to move between stops
 - QR code will

QR rally with 12 stations [1 h - approx 5 min per station]

- Don Bosco: Kahout-Quiz - Game pin: **323409** (10 questions about the salesian family)
 - What are the 4 principles of the oratory?
 - What was Don Bosco’s first name?
 - Who founded the congregation of Mary Help of Christians?
Don Bosco & Maria Mazzarello
 - Where did Don Bosco open his first permanent oratory?
 - To which continent did Don Bosco send the first Salesian missionaries?
 - Where was the first academic and technical school started by Don Bosco?
 - Who offered place to Don Bosco for the first permanent oratory? Pinardi.
 - Which system / method of education is against the repressive system / method of education - Preventive System
 - Which are the three elements of the Preventive System - Reason, Religion and Loving Kindness
 - What magazine did Don Bosco bring out against the bad press - The Friend of Youth

	<ul style="list-style-type: none"> • Team: Each one already has a post-box with infos about them but the pictures are not attached --> you have to find out who is who (no info of gender) • Post box: create a FB style envelope - Foto, full name, resident of, vountary service in, from - to, 3 things you like, Don Bosco is... • DBYN: what is it? who is a member? educational methodology, who funds it? • <u>Murder Game: rules on the wall -> bowl to take a name</u> “Each person takes a piece of paper from the bowl - there is a name written on it. If it is your own name please put it back! If it is another person, you are now on a mission to eliminate them. How do I eliminate someone? 1. You must give them an object and they have to freely accept it (coercion is not allowed) 2. No person who is still in the game (not eliminated) can see you do it. When you have eliminated a person, you get their piece of paper - which will be your new target.” Once you have been eliminated please cross your name from the list in the kitchen!” • program: bikablo style way of the week - each session has a representative physical exercise / statue --> needs multiple people need to take a picture of each step of the program • map: world map - put a pin where you currently live and where you did your voluntary service - connect with a piece of string • good morning + good night: read or listen to the story of the good night + find a slot to do your own (in groups) • duties: fill in your name in a sheet with all duties (dishes, toilets, table service) • feedback-box + advice for trainers: explanation in comic format (will be emptied every day) --> write first advice for trainers (will be emptied every evening) • fears + expectations head of chaos --> write down fears and expectations post them on the wall [Annex 2] • wall of energizers: fill in a page template with your energizers will be tackered together --> maybe upload to DBYN game app? <p>available locations: lounge 0,1 & 2; trainers room, lounge, meal room, class room, elevator, entrance chapel, garden</p>
Outcomes	<ul style="list-style-type: none"> • Getting to know the space • Getting information about the program, trainers, DBYN, etc. • Reflecting their personal ideas/feelings about the program
Evaluation	The introduction was short paced and therefore ideal for the short

	<p>evening attention spans. The station-game was well recieved and fulfilled its purpose. Additionally the pax met each other at different points and started to mix, formed alliances and got to know each other informally. The places of the stations should be very distinct or more descriptive, in this case there was a lot of confusion, but it facilitated communication between the pax.</p>
<p>List of materials & space required</p>	<ul style="list-style-type: none"> • 2-3 smartphones (in case not all participants have one) • envelopes (A5-format) • markers, pens, pencils and other colorful writing devices • A4 paper (white and different colors) • A3 paper (white and different colors) • Glue • Flipchart paper • post-it's • long paper for program • bowl • pins • big world map • thread or string • Box for feedback

Further reading	http://www.donboscoyouth.net/mission-aims-history.html
Appendices	<p>Annex I:</p> <p>original:</p> <p>Mission statement</p> <p>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.</p> <p>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.</p> <p>Aims</p> <p>Within the heritage of Don Bosco, the partners of Don Bosco Youth-Net strive together to realize the following aims:</p> <ol style="list-style-type: none"> 1. At first it is important for us to bring young people across Europe and the world together, to take part in youth activities that are linked with the style of working through the spirit of Don Bosco. We want to organize international initiatives that contribute to the full development of young people. It is necessary thereby to broaden the opportunities for young people who are, by reasons of various kinds, excluded from these kinds of activities. 2. Furthermore we strive for a profound exchange of information, ideas and experiences between the different partners. We want to facilitate contact, and deepen the understanding between the member organisations so more joint activities can take place. This is realised through weekends, the development of a website and coordination from the international office. 3. And last, but not least, we want to represent the voice of the Don Bosco young people and defend their interests at an international level. <p>Fill in:</p> <p>Mission statement</p> <p>We, the partners of _____, wish to contribute to the total development of all _____ people by bringing them together through various _____ activities. We hereby look to broaden the opportunities for these young people who are, through various reasons, excluded. By concrete _____ of co-operation, we wish to be a living example of tolerance and mutual understanding.</p> <p>Through our own _____ identity, we aim to keep the heritage of _____ alive and look to offer a ‘youthful voice’ in the Europe of today. By doing this, we want to make a real _____ in the lives of all young people, especially for those most in need.</p> <p>Aims</p>

Within the heritage of Don Bosco, the partners of _____ Youth-Net strive together to realize the following aims:

1. At first it is important for us to bring young people across _____ and the world together, to take part in youth activities that are linked with the style of working through the spirit of Don Bosco. We want to organize _____ initiatives that contribute to the full development of young people. It is necessary thereby to broaden the opportunities for _____ who are, by reasons of various kinds, _____ from these kinds of activities.
2. Furthermore we strive for a profound exchange of information, ideas and experiences between the different _____. We want to facilitate contact, and deepen the _____ between the member organisations so more joint activities can take place. This is realised through weekends, the development of a website and coordination from the international office.
3. And last, but not least, we want to represent the voice of the Don Bosco _____ people and defend their _____ at an international level.

Annex 2:



QR - Ralley Routes:

<https://www.dropbox.com/s/9vqvh9mrq7hx5oi/QR%20-%20Ralley.xlsx?dl=0>

Mapping voluntary experience: sharing and actors

Timing in the programme	Wednesday 15 th of November 2017
Background/rationale	International volunteers are a very specific target group: often they are facing a reversed culture shock when returning, which makes it necessary for the group process to give time for them to first share their own experiences of the voluntary service, before working together and receiving input. Therefore we start the training session with an introduction session, full of icebreakers and small group exercises focussed on sharing experiences of their voluntary service. At the end we will create an overview on all experiences: length of voluntary service, place of voluntary service, date of return, ...
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Pax. share on their international voluntary experiences • Pax. reflect on their learning process • Pax. map their international voluntary experiences • Pax. build a group feeling and identity
Description session (Methodology, methods, timing)	<p>1) <u>Ice breakers: (30min)</u></p> <ul style="list-style-type: none"> - Talk around the clock and walk and talk: Every pax. gets a paper with a clock on (n° 1-12) for every hour they have to find a conversation partner. For this they make dates for every hour. There are also 12 places where they can talk about a certain topic of their voluntary exp. If you didn't find a partner for every hour. There is the bar where you can meet a partner (or more to chat with). - Then we went for a walk and talk. On the way game leader shouts an hour (can be any hour) and then gave a question or a topic which they could talk about. You meet with your date and decide on a place and discuss/share about the assigned topic. (2/3 min./topic) - Bingo: Paper has 24 squares with different descriptions. For every square you need to find a different person which has got, experienced, contains, this description. - Everybody writes one word from the 'strange' language on a post-it. They stick it on themselves, they have to find another person who has to try to guess what it means by asking questions. . The person having the post-it can only answer with yes or no. If the person finds the word they can explain in what context it was used during the experience. <p>Mapping Voluntary experiences (1 hour)</p> <p>Me and my voluntary experiences in different parts of the world: a symbolic drawing of motivation, journey of the experience so far: idea of leaving the country, finding a project, at the project and your return to your own country: (thinking of the motivation, how did you get to the idea of doing EVS, why did you choose this project/country, the project you stayed, the people whom you met, the difficulties, up and downs of your experiences, things you learned.</p> <ul style="list-style-type: none"> - 20 min: individual drawing - 10-15 min: presentations in small groups of 3 persons

	<p>⇒ for this they can use different methods: drawing, collages of magazine pictures and add them on their poster. they can use the pics. they brought.</p> <p>⇒ there is also a world map where they have to indicate what the sending organization and where they are located. With the different participants of the same organization they make an infographic poster of the sending organizations. The infographic presents following information: - name, country, placement countries, projects, duration, number of pax., other activities and working areas, preparation process, ...</p> <p>Exposition (30') When all the posters are finished they hang them in the room on the different 'laundry ropes' with the cloth pegs. Then people have the time to go around and get inspired and informed by the other experiences. They can actively seek for the people if they have any questions.</p>
Outcomes	<ul style="list-style-type: none"> • Pax. feel identified with other European volunteers and experiences. • The group got to know each other a bit more. • Pax. understand their learning process during the project.
Evaluation	No comments
List of materials & space required	<ul style="list-style-type: none"> • print of a clock for every person (+ topics) • paper with 24 squares and descriptions • post-its and pens • magazines • cloth pegs • rope • big papers/posters • scissors • scotch/tape • worldmap • prints of the volunteering countries
Further reading	<ul style="list-style-type: none"> • search for the volunteering countries list (see registration list)
Appendices	n/a

Mapping of human rights experience of the pax: sharing and mapping actors

Timing in the programme	Wednesday 15 th of November 2017	
Background/rationale	Using the knowledge, they have learnt in the morning about Human Right the Pax are to use their own experiences of human rights and identify areas in their lives where HR are visible. In small groups the Pax are to share their experiences and thoughts with the rest of the group.	
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Pax to show understanding of human rights ad identify where they encounter some human rights in their day to day experiences • Clearly define what HR are • Explore the general idea or concept of human rights • Develop intercultural and communication skills • Develop co-operation and creativity 	
Description session (Methodology, methods, timing) 2 Hours	10 mins 5 mins 15 mins	<ul style="list-style-type: none"> • Energiser - led by a participant • Split participants into small group • Guess the HR <p>On the screen a HR will be covered with square, the square will begin to be uncovered, groups are to buzz in when they know the answer. Teams will be asked to write down the human rights as they are shown. There will be 10 Human rights to uncover, the other 20 shall be listed at the end.</p>
	5 mins	<ul style="list-style-type: none"> • Introduce Act it Out <p>Explain that the purpose of the exercise is to come up with a dramatic representation of the general idea or concept of human rights that is understandable to people of different cultures, and who may speak different languages. Where possible the pax should use examples they have encountered in their lives.</p> <p>Explain that they will not be allowed to use words at all: this must be a mimed presentation. However, groups may make use of some of the materials or props, if they wish.</p> <p>Ask people to get into small groups of between 4 and 6 people, and give each group a large sheet of paper and a set of crayons / markers.</p>
	10mins	<ul style="list-style-type: none"> • Give groups 10 minutes to brainstorm <p>Give the groups 10 minutes first to brainstorm all their ideas about human rights and then to identify two or three key ideas that they would like bring out most strongly in the mime.</p>
	30 mins	<ul style="list-style-type: none"> • Give groups 30 minutes to create mime <p>Now give the groups 30 minutes to design and rehearse their mime. Explain that this must be a group effort and everyone should have a role in the production.</p> <p>During rehearsal Trainers are to rotate around groups to offer support, ideas and/or prompt those who are unenthused.</p>

	<p>5 mins</p> <p>30mins</p> <p>10 mins</p>	<ul style="list-style-type: none"> • Trainers to take notes about the HR each group will be portraying so to prompt other groups during feedback after presentations. • Gather groups together ready to watch performances • Watch performances Give a few minutes after each performance for feedback and discussion. Ask the spectators to offer their interpretations of what they have just seen, and to try to identify the key ideas that the performance attempted to portray. Then give the group itself a chance to explain briefly any points that did not emerge during the feedback. Repeat this for each of the performances. • Debrief How did people feel about this activity? Was it more or less difficult than they had first imagined? What were the most difficult aspects, or the most difficult things to represent? Did people learn anything new about human rights? Were they surprised that they actually knew more than they thought they did? Were there similarities and differences in the different presentations? Were there any fundamental disagreements over the idea of human rights within the group? How were these resolved? Based on the presentations, what do participants think are the most important and shared characteristics of human rights? <p>OR</p> <p>Participants to write short letters about what the concept of human rights means to them The aim of the letter writing would be to help participants to clarify their ideas, to provoke a reply and to develop a dialogue. Thus the letters could be sent to people within the group, or they could be used in an inter-school or inter-youth group exercise.</p>
Outcomes	<ul style="list-style-type: none"> • Clear understanding of Human Rights • Ability to identify Human Rights within their everyday lives 	
Evaluation	<p>A nice light activity for the end of a day full of lots of information. The sessions were a good way for pax to reflect on what they had heard during the day. If the session was to be used again the small groups should be given a human right to mime, rather than for the pax to decide, as many of the presentations were very similar and focused on one or two specific rights. This was a missed opportunity to visualise different human rights in action. Also provided an opportunity for the pax to work with different people within the group and provided an opportunity for teambuilding.</p>	
List of materials &	<ul style="list-style-type: none"> • Props: dressing-up clothes, toys, household items, etc. 	

space required	<ul style="list-style-type: none"> • Paper and coloured markers, crayons • Glue, string and card • 5 Lists of HR's • Large area for performance presentations • 4-5 smaller areas for rehearsal (Lobby, dining room, 2 stairway area and outside or group room) • Projector or TV Screen • Laptop
Further reading	http://www.coe.int/en/web/compass/act-it-out - more in depth look at the Act it Out Activity from Compass
Appendices	n/a

Methods for animation

Timing in the programme	Thursday afternoon
Background/rationale	This week we are going to work with human rights animation. Because of that we want the pax to give some methods for animation.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • The pax know what they have to think about when animating. • The pax learn how to make a new and original game.
Description session (Methodology, methods, timing)	<p><u>Explain and play a game totally wrong (10')</u> Make mistakes against every rule of TEAM PACO.</p> <p><u>Brainstorm (20')</u> We ask the pax what went wrong. The pax can give their answers, and we try to find the words of TEAM PACO in their answers. Every time we hear something similar to one of the words of the TEAM PACO acronym, the word of the acronym will be written on the chalk board or on a poster so that the acronym becomes visible for the youth leaders.</p> <p>We explain the acronym shortly by giving extra attention to the words, so they can learn everything.</p> <p><u>TEAM PACO:</u></p> <p>Territory: make it always clear where children can play and where they are not allowed to play. Also important is the size of your territory, it has its impact at the level of difficulty during the playing. Choose an adequate territory according to the sort of games you're going to play (fields of grass, stones, inside, outside...)</p> <p>End: clear end and start-signal. Make sure that everyone knows what the begin & end signal will be during the game. Arrange before starting when the game will start and when it ends. Make a clear difference between the example and the real game.</p> <p>Animation: make sure that the game/play is animated so that it is always as attractive as it can be. You can play twice the same game, but by giving it another animation, story, you can still make it amusing to play. Also during the game, it is important that there is a youth leader who encourages the children and who gives children compliments when they are doing a good</p>

thing.

- Clothes
- A small drama
- Extra gadgets
- ...

Materials: take care of all needed materials in advance, so you can start playing immediately. Check also in advance if everything is there and that you have enough materials for everyone. After playing, make sure that you take all materials back to where you got them from and clean up the space where you’ve played with the children. If necessary, you can also make arrangements with the children that they cannot touch the materials unless you say so.

Play fair: Take care of the fair play during your game. Make honest rules, and make sure that all rules are respected. This is especially important during all sorts of competitions. It is also nice to play games without winning or losing. It doesn’t always have to be competition.

Adjusted to the age: take the ages of your children into account. They all have their own interests and may differ from toddler to teenager. A game cannot be too easy, because then it becomes boring, but also not too difficult because this creates frustration. Check what the children like or not!

Clear explanation: explain the games always as simple as possible and give clear explanations. Make sure that you explained all goals of the game/play. When the explanation of a game is rather long, don’t ask the kids to imitate the explanation, but rather ask questions to check if they understood everything.

One leader: during a game, it is for the best that there is only one leader who explains the game and makes the rules. The rules from the leader count & do not say something else as the leader. It is also the leader of the game who gives the start & end signal.

We add something extra. So we can use this the next days:

Subject and goal: think if you want to have a subject in the game and add a goal to it. Example: there is a drugs problem in the local community and lots of the teenagers get addicted. In the local playground we make an activity/animation to make clear that drugs are bad.

Creating new games

Combine games

The pax say some games they know. These games are noted in a pie diagram. When all the compartments are completed, the pax can make fun combinations of games. They combine games of which they think it’s possible to make a new game.

Change the elements of a game

We choose a game that everyone knows (for example football). Then we

	<p>going to analyze the elements of a game. If we changes the elements of a game, a whole new game can be created.</p> <table border="1" data-bbox="558 336 1388 716"> <thead> <tr> <th>Vb. Football</th> <th>Variant</th> </tr> </thead> <tbody> <tr> <td>One bal</td> <td>- two balls</td> </tr> <tr> <td>11 players</td> <td>- 5 players</td> </tr> <tr> <td>2 teams</td> <td>- 4 teams</td> </tr> <tr> <td>2 goals</td> <td>- 4 goals</td> </tr> <tr> <td>Yellow card</td> <td>- Pink card</td> </tr> <tr> <td>Red card</td> <td>- Purple card</td> </tr> <tr> <td>Referee</td> <td>- No referee</td> </tr> <tr> <td>One keeper/team</td> <td>- two</td> </tr> <tr> <td>keepers/team</td> <td></td> </tr> <tr> <td>2 x 45 min</td> <td>- 3 x 15 min</td> </tr> </tbody> </table> <p><u>preparation of the games (30')</u> We split the group into two smaller groups of about ten persons and give them the assignment to prepare two games per two using TEAM PACO.</p> <p>The trainer checks every smaller groups and gives help where needed.</p> <p><u>practice (60')</u> When all games are prepared, it is time to play. We play every game & listen to the explanation of the games.</p> <p>evaluation After every game there is a short evaluation of the game & the explanation they gave.</p> <p>Questions that may help during the evaluation:</p> <ul style="list-style-type: none"> • What did the other youth leaders like most? • What did the youth leaders find the hardest? What did they forget? What went wrong, what went good? • Use TEAM PACO to check if they took into account all letters of the acronym <p>Tip: give extra attention to the positive things & give feedback in a positive way Only speak about the most remarkable items, do not analyse the whole game.</p>	Vb. Football	Variant	One bal	- two balls	11 players	- 5 players	2 teams	- 4 teams	2 goals	- 4 goals	Yellow card	- Pink card	Red card	- Purple card	Referee	- No referee	One keeper/team	- two	keepers/team		2 x 45 min	- 3 x 15 min
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Outcomes	<ul style="list-style-type: none"> - The participants know how to explain a game. - The participants know how to prepare a game by using TEAM PACO. - The participants know how to make a game about human rights using TEAM PACO → By using the A of animation they create a story about a certain human right followed by playing a game. 																						
Evaluation	The participants tried to make games and we played them. They didn't wrote them out but exercised how to do a clear explanation.																						
List of materials &	<ul style="list-style-type: none"> • Flipcharts 																						

space required	• markers
Further reading	•
Appendices	

Brainstorm volunteering

- Moving
- Give something to others
- Giving time without being paid
- Gain experience
- Fun
- To help kids
- Quality time
- Meeting people
- Adventure
- Sharing your knowledge
- Sharing my experience
- Doing something good
- Spending my free time
- Use my talent
- Spend time with others
- Cultural exchange
- Giving
- Learning and teaching
- Exploring the world
- Supporting my organization
- Chance in life
- Making life matters
- Great friendships

Brainstorm Animation

- Motivate others
- Fun
- A great tool
- Be with youth
- Motivation
- Entertaining people
- Attention
- Learning things in a playful way
- Sharing knowledge

Brainstorm Active citizenship

- Political thinking
- Wanting the best for society
- Do the right thing
- Show my opinion
- Active participation
- Consciousness

-
- Notice the little things
 - Participation
 - Leaving an impact on society
 - Opportunity to come up
 - Involvement
 - Inspiring
 - Being interested/not passive
 - Awareness and action
 - Doing something for the community
 - Be tolerating
 - Doing something for local organizations
 - Discipline
 - Use my talents and knowledge
 - To express ideas

Brainstorm Education

- Spending time on helping others to learn
- Should be provided for everyone
- Developing skills
- To know more
- New knowledge
- Learning
- Bring something in to the society
- New knowledge
- Helping people
- Education gives me to opportunity to grow intellectually and mentally, to be involved
- Passing on knowledge
- A process
- Sharing knowledge
- Personal development
- Informal learning
- Goals set by someone

Intercultural evening

Timing in the programme	Friday evening
Background/rationale	The intercultural experience abroad.
Aim(s) and objectives of the session	Without using stereotypes, describe the experience, using food, clothes and scents from the country where the pax have done voluntarism.
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> • The pax can work in groups (by the abroad country where they did the voluntary service). • The methodology will be to represent a scene in a documentary style using the prospective of the other culture they have met in their service looking their own culture. • Ex: <i>Stefano form Italy, did the voluntary service in Bolivia. He has to represent, as Bolivians, what he can say or see about the Italians culture in a documentary style. Trying to emphasize what are the difference and the similarities that could be a bridge between this 2 cultures.</i>
Outcomes	Discover the added value that the diversity is and try to describe what was the experience abroad through different tools as clothes or typical food.
Evaluation	The pax had a lot of fun and emotional moments with the scenes.
List of materials & space required	Pax should bring something representative from their country and the country where they did the voluntary service.
Further reading	n/a
Appendices	n/a

Gender issues

Timing in the programme	Friday evening (50 minutes)
Background/rationale	Human rights
Aim(s) and objectives of the session	Without using stereotypes, describe the experience what is gender, what does it means to be a man or a woman. Participants identify discrimination experienced because of gender inequality.
Description session (Methodology, methods, timing)	<ol style="list-style-type: none"> 1. Divide participants into small groups. Ask half the groups to list 5 advantages and 5 disadvantages of being a woman. Ask the other half to do the same for men. 2. Ask each small group to report their lists. Record them on chart paper. Then ask the whole group to rate on a scale of 1-5 how important each item is to the life of an individual. For example, something trivial like "Wearing a certain kind of attractive clothing" might receive a 1 while "Not get as much food" might receive a 5. 3. Draw a line on the floor with chalk or outside on the ground. Explain that this is the starting line and ask everyone to put his or her toes on the line. Explain that all the participants are babies born on the same day, and according to the UDHR they are "born free and equal in dignity and rights." Then explain that unfortunately, some members of the community are not really "equal in rights and dignity." Ask each participant to draw a card indicating whether they are "male" or "female." 4. Then read one of the advantages for men that received a 5 rating (e.g., "Make more money") and ask everyone who is "male" to step forward 5 steps. Do the same for an advantage for women. Then read a disadvantage for men and ask the "males" to step backward the number of steps that the disadvantage was rated; then do the same for the "females." 5. Continue in this same manner through the advantages and disadvantages on the list. When a large gap has developed between the "males" and the "females," ask them to turn and face each other. Ask several individuals from each group: How do you feel about your "position"? <i>What do you want to say to those in the other group?</i> <i>How would you feel if you were in the other group?</i> 6. Emphasize that this activity points out how cumulative discrimination works to erode the human rights principle of equality.
Outcomes	<p>Discover the added value of gender equality.</p> <p>Discussion on gender was still going on during the informal moments</p> <p>Pax learned to express their thoughts about gender and inequality</p> <p>The pax found it difficult to say what is typically for men or for women.</p> <p>How cumulative discrimination works to erode the HR of equality</p> <p>Pictures of the flipchart can be find on the facebookpage.</p>
Evaluation	The pax really liked the session. It was good that the group was small to have a discussion.
List of materials & space required	Some forms of random selection (e.g., cards, slips of paper).
Further reading	n/a
Appendices	n/a

Human rights frameworks

Timing in the programme	Thursday morning
Background/rationale	Wednesday was used to map their own experiences and reflect on their voluntary service. The idea is to give them a frame of reference (Human rights, Children’s rights, gender gap, etc.) to help them process the experience and gain perspective on their own local situations. This frame of reference will be introduced in this session.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Explore with the pax ‘What are HR?’ • Connection between HR challenges (gender equality, cultural background) • Connect between Don Bosco (DBYN values) and HR(E) • Connect of HR with own experiences through COMPASS • Define together with pax why do we focus on Human Rights? • Create understanding that Human Rights are criticised from different points of view
Description session (Methodology, methods, timing)	<p>Human rights carrousel [2,5 hours -30 min at each station] The pax will visit different stations in groups (4-5 people), each group should be made up of pax from different countries to gain a broader perspective.</p> <p><u>Station 1: Human rights - content</u> → COMPASS “Draw-the-word” game What are the so called human rights? How many can you actually name? We usually know they exist, but not their content. At this station human rights are given in cards (see appendix 1) - with one human right on them. One alternating person should draw the right while the others guess. At the end all 30 rights should have been mentioned to them.</p> <p><u>Station 2: Human rights - history</u> They watch a video (appendix 2) [10 min] guided by a facilitator they should create their own definition of HR - it should be in plain English, short/no more than ~200 characters (~length of a text message) - before coming to a conclusion they should be mindful of their own background knowledge:</p> <ul style="list-style-type: none"> • What previous knowledge do you have on HR? Do you face similar struggles as the people in the video? • Why are human right’s important/ why are they not? • What do they mean to you personally? • What are your critiques? <p><u>Station 3: Human rights - Don Bosco</u> A memory game of Don Bosco quotes and Human rights - Answer/Discuss while solving the puzzle (appendix 4):</p> <ul style="list-style-type: none"> • Are there differences in the main focus of Don Bosco and HR? Which are they? • Which quotes do you find hard to connect and why? • Do you think Don Bosco would be a supporter of human rights? • Does the current work of the Salesian family reflect the values of Human rights and/or Don Bosco’s principals? <p>to conclude the pax can watch the video about Don Bosco and Human rights (appendix 5)</p>

	<p><u>Station 4: Human rights - childrens rights</u> COMPASS- Playing with pictures (reversed) + Appendix 6+7</p> <p>Each group gets 3 right’s of the child, they should find a way to phrase them in a simple manner and create a postcard (take a picture with the camera). The picture must include:</p> <ul style="list-style-type: none"> • visualisation of the right • simple phrase that represents the right • the number of the article it refers to <p><u>Station 5: Human rights - refugees</u> COMPASS “Can I come in?”:</p> <p>In a role play the group is divided up into 2 groups - refugees and border control officers - they get the story read out to them → each person takes a role card → they have 5 minutes to get into their role (appendix 3) and find sound arguments to persuade the other side - Find a solution to the question “can they come in?” Explain role play, divide roles up + getting into roles [7 min]</p> <p><i>Pre-text:</i> <i>It is a dark, cold and wet night on the border between X and Y. A large number of refugees have arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. Some have a little money and only a few have identification documents or passports. The border officials from country Y have different points of view – some want to allow the refugees to cross, but others don’t. The refugees are desperate, and use several arguments to try to persuade the border officials.</i></p> <p>Discussion “Can I come in?” [15 min] Each person argues from their role, observer(s) takes notes</p> <p>Debriefing & de-roling [7 min] What were the main arguments of each side? What were the underlying reasons of each person? Was the Article 14 of the HRC mentioned? In which capacity? Were you aware of it? Did it influence your decision? (Appendix 3a) What is your personal take away from this discussion?</p>
Outcomes	<ul style="list-style-type: none"> • Get to know the HR in detail • See different points of view on HR • Critically reflect HR • Connect Don Bosco & his style of education with HR
Evaluation	<p>The stations were well received, but each needed a facilitator and a separate room, which might be difficult in other settings. The different perspectives and methods engaged different learning styles. They were strongly engaged in the topic and kept discussing after the session. Good flow in session. We skipped Station 5: Human Rights Refugees.</p>
List of materials & space required	<ul style="list-style-type: none"> • printed version of appendix 1,3-5,7 • white paper • pencils

	<ul style="list-style-type: none"> • 2 laptops & speakers • post-it's • camera • costumes / fabric
Further reading	<ul style="list-style-type: none"> • COMPASS p. 600-601 & 609-615 + Glossary (620-624) • DIGNITY • Declaration of the rights of the child http://www.unicef.org/lac/spbarbados/Legal/global/General/declaration_child1959.pdf
Appendices	<p>Appendix 1: 30 Human Rights table https://www.dropbox.com/s/pzcyulteapqgd6w/HR%20-%20articles.docx?dl=0</p> <p>Appendix 2: Video about the history of human rights DVD or https://youtu.be/oh3BbLk5UIQ?list=PLcvzSGlcsLib3lj_m-7Lvn7J5cHFO0MID</p> <p>Appendix 4: HR: https://www.dropbox.com/s/pzcyulteapqgd6w/HR%20-%20articles.docx?dl=0 or https://www.dropbox.com/s/6k5h4lpr9vuu9nk/printout.docx?dl=0 Don Bosco quotes: https://www.dropbox.com/s/jpuctqiu8b3918o/donbosco_HR.docx?dl=0</p> <p>Appendix 5: DB & HR video (personal edit by Sarah): https://www.dropbox.com/s/wbl92v33943spqi/DB_HR.mp4?dl=0</p> <p>Appendix 6: Principles of childrens rights: https://www.dropbox.com/s/qmr2rp4e89xg90u/CR%20-%20principles.docx?dl=0</p>

Human rights in voluntary service project

Timing in the programme	Thursday 16 th of November 2017	
Background/rationale	Having identified human rights the pax are now asked to look and reflect upon the human rights that they encountered, or did not encounter, during their voluntary experience.	
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Pax to identify and share their experience of human rights being met or not whilst on their voluntary experience 	
Description session (Methodology, methods, timing)	10 mins	<ul style="list-style-type: none"> • Energiser - led by a participant (Trainer to have one ready on stand by)
1hr 30min	1hr	<ul style="list-style-type: none"> • Explain session aims and activity <ul style="list-style-type: none"> ○ Invite the Pax to sit around a table in front of a piece of paper and crayons. ○ Invite them to draw a map of the community (town or neighbourhood) they lived in during their voluntary experience. They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations). ○ When the maps are complete, ask participants to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to privacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map. ○ Group the participants into small groups that reflect where they completed their voluntary experience. Ask them to look at the similarities and differences between their individual maps. ○ Ask the small group to create a map that combines all of the individual maps. ○ Provide groups with questions to answer during their presentation in relation to their map (see appendices) ○ Ask each group to present its map to the whole group and summarize its analysis of human rights exercised in the community. Also discuss any major differences they discovered when they grouped together. ○ Trainers to prompt an answer for the questions if the group have not addressed them.
	20 mins	<ul style="list-style-type: none"> • Close: Invite the groups to get together and to reflect on the following questions ready to give feedback to the group.

	<ul style="list-style-type: none"> ○ Are there any places in this community where people’s rights are violated? ○ Are there any people in this community whose rights are violated? ○ What happens in this community when someone’s human rights are violated? ○ Are there any places in this community where people take action to protect human rights or prevent violations from occurring?
Outcomes	<p>-Pax reflected on their voluntary work experience individually.</p> <p>-Got the opportunity to share thoughts and reflections with the rest of the participants, receiving an overview of what other voluntary projects do and consist of.</p> <p>-Pax analysed where human rights were exercised or violated on their project, becoming aware of how other people in these countries are treated.</p> <p>-Pax reflected on how they effected the project and what could be done differently to help prevent the violation of Human Rights.</p>
Evaluation	<p>Session went well as it was a good opportunity for participants to compare projects. Groups might have needed a little bit more time to discuss in their small groups. Drawing 2 maps might have been a little repetitive as an activity.</p> <p>To add animation to the closing questions we rephrased them to shape up 3 categories of each question.</p> <p>a. statement b. open end question c. do activity.</p> <p>They roll the dice. If the dice landed on:</p> <p>1 or 2 - Do activity (create a monument with your body to answer the question, individually or in groups) 3 or 4 – Statement (one participant shares an experience relevant to the question) 5 or 6 – Open end question. (short group discussion)</p>
List of materials & space required	<ul style="list-style-type: none"> ● Paper (A4 enough for Pax, A3 or flip chart 10 sheets) ● Pens/Markers/Pencils ● List of questions ● List of HR with article numbers ● Dining room - table set for all pax to sit around ● Break out areas when in small groups ● Presentation area
Further reading	n/a





Human rights in local communities

Timing in the programme	Thursday afternoon
Background/rationale	The pax have the HR background from the previous sessions. The pax know what are the needs from their communities.
Aim(s) and objectives of the session	A better understanding of what the needs of their communities are. What they can do after they return back home using the skills they have improved or acquired during their volunteering year abroad.
Description session (Methodology, methods, timing)	<p>The session is split in 3 main parts. All the parts are done using markers, paint and drawing (very basic drawing) to stimulate the visual thinking technique and to understand in a better way what they want to focus on.</p> <p>1st part - all the pax receive a paper and a marker they have to draw a scene to show what is the main problem with HR in their community. (you can put some music on to facilitate the process).</p> <p><u>When all of them are done, they have 5 minutes to walk around and in silence create a group with the criteria of: similar challenges with HR.</u></p> <p>2nd part - Now all the pax are in groups by their common challenge, through a discussion they have to reflect on what could be a solution to solve this challenge/s and make a short drama to present to the rest.</p> <p><u>When all of them are done, they have 5 minutes to walk around and in silence create group with the criteria of: similar challenges with HR.</u></p> <p>3rd part - For this part it's important go out in a “green space” or in a big room. Now we have less groups then the 2nd part because each group has chosen a group partner. The trainers give a flipchart paper and some paints. The task is to paint the common solution to face the local problem that the community is living. At the end of the “art attack” the group has to show and explain the work with the others.</p> <p><i>Disclaimer: The time for each step it's up to the facilitator and it's important to give enough time to discuss for each group and to not interrupt the flow in the debate.</i></p>
Outcomes	<ul style="list-style-type: none"> • Pax reflected on what the main problem in their local communities are individually • They discussed together their problems, analysing what possible solutions could be. • It was a great opportunity to compare problems, realising that most local communities experience similar problems. • A good discussion was raised between groups, all contributing with different reflections, experience sharing and good advice. <p>Outcomes HR(A) in local communities</p> <p><u>Slovakia / Poland</u> We have to reach new people from out of the parish/Don Bosco-center. Are we open enough? ➔ Invite friends</p>

	<ul style="list-style-type: none"> → Organize other kind of activities → Teambuilding to make an end to the little groups → Organize exchange between the different oratories <p><u>Netherlands</u> There is no religion in Don Bosco-activities. We can use HRA to talk about the freedom of religion.</p> <p><u>Montenegro</u> People don't know about the human rights. We want use HRA for this!</p> <p><u>Poland</u> There are no new volunteers → who is in charge for this? → we need a group of volunteers for this (or maybe somebody in charge)</p> <p><u>Malta</u> There is a lack of time/volunteers/energy</p> <ul style="list-style-type: none"> → Set common goals → I leader has to be responsible → Go out and search for volunteers once the goals are set <p><u>Germany / Austria</u> There need to be interaction with other organisations about “how do they do things for (returning) volunteers”</p> <ul style="list-style-type: none"> → Need new structures (facebookpage?) → A new project together?
Evaluation	<p>Some participants were not active in a local community and therefore reflected together as a group (as some were from the same country) about what could be improved in their towns and discussed some possible activities that could be proposed as a start to becoming active citizens. We skipped the 3rd part. After the 2nd part we all gathered as a group and shared each other's problems and solution. Good points were raised, very interesting discussion.</p>
List of materials & space required	<ul style="list-style-type: none"> ● Papers ● markers ● paints ● flipchart papers ● <i>Green spaces (garden) – not mandatory.</i> ● <i>Towels to dry the paint.</i>
Further reading	<p>http://www.humanresourcesiq.com/hr-management/columns/hr-community-engagement-building-and-re-creating-l</p>
Appendices	n/a

Sequel intercultural evening and games night

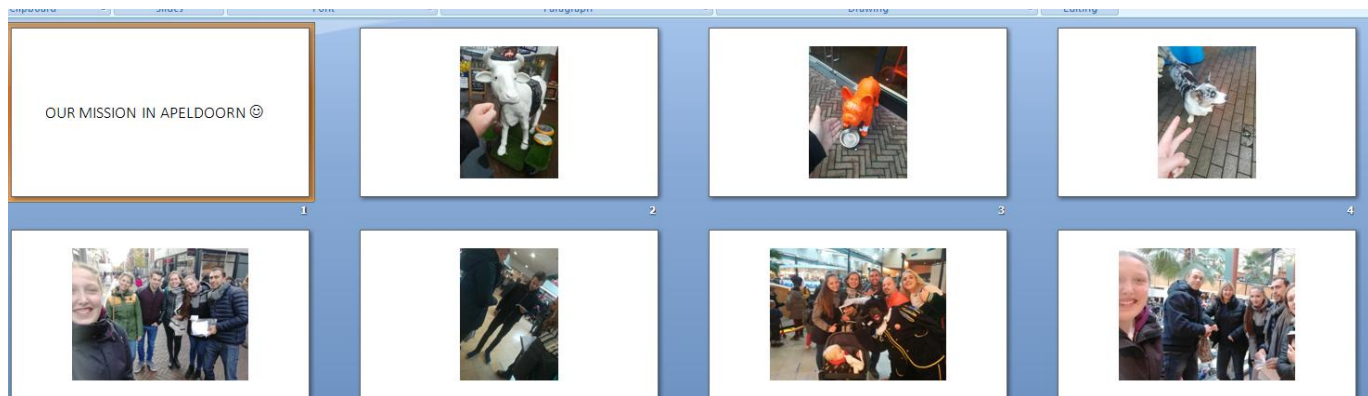
Timing in the programme	Thursday evening after dinner
Background/rationale	The own project ideas are ready to be developed but there for the pax. need more input and handles. To make everything more visible and concrete, we link the project ideas to the different steps and tasks in project management.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • The participants practice what they learned during the day concerning TEAM PACO • They exchange typical games from their country by playing them • They are having an informal moment for networking due to play
Description session (Methodology, methods, timing)	<p>The intercultural exchange is not only food and drinks but also sharing and playing typical games and energizers from each others countries.</p> <p>Each country group modified a game or explained a game by using the TEAM PACO method.</p>
Outcomes	<ul style="list-style-type: none"> • Networking between participants who didn't meet each other yet • Giving each participant more 'bagage' of different games • They made already the shift from animation to human rights animation by thinking about which rights would be usefull into animation

	<p style="text-align: center;"><u>Youth work:</u></p> <ul style="list-style-type: none"> - 1. Right to equality - 2. Freedom from discrimination - 3. Right to life, liberty & personal security - 11. Right to be considered innocent until proven guilty - 12. Freedom from interference with privacy, family, home & correspondence - 17. Right on property - 18. Freedom of believe & religion - 19. Freedom of opinion and information - 20. Right of peaceful assembly & association - 24. Right to rest and leisure - 25. Right to adequate living standards - 26. Right to education - 27. Right to participate in the cultural life of community - 28. Right to a social order that articulates the document - 29. Community duties essential to free and full development - 30. Freedom from state or personal interference into above rights <hr/> <p>  equality  development </p> <p>  Basics of life Philosophic of life  </p>	
Evaluation	Was a good and nice evening.	
List of materials & space required	<ul style="list-style-type: none"> • 6 envelopes with small cards • small colored cards with project steps on • glue • large papers with a timeline on • pens • markers 	
Further reading	info on project management	
Appendices	n/a	

Mini project: practical analysis (Apeldoorn activity)

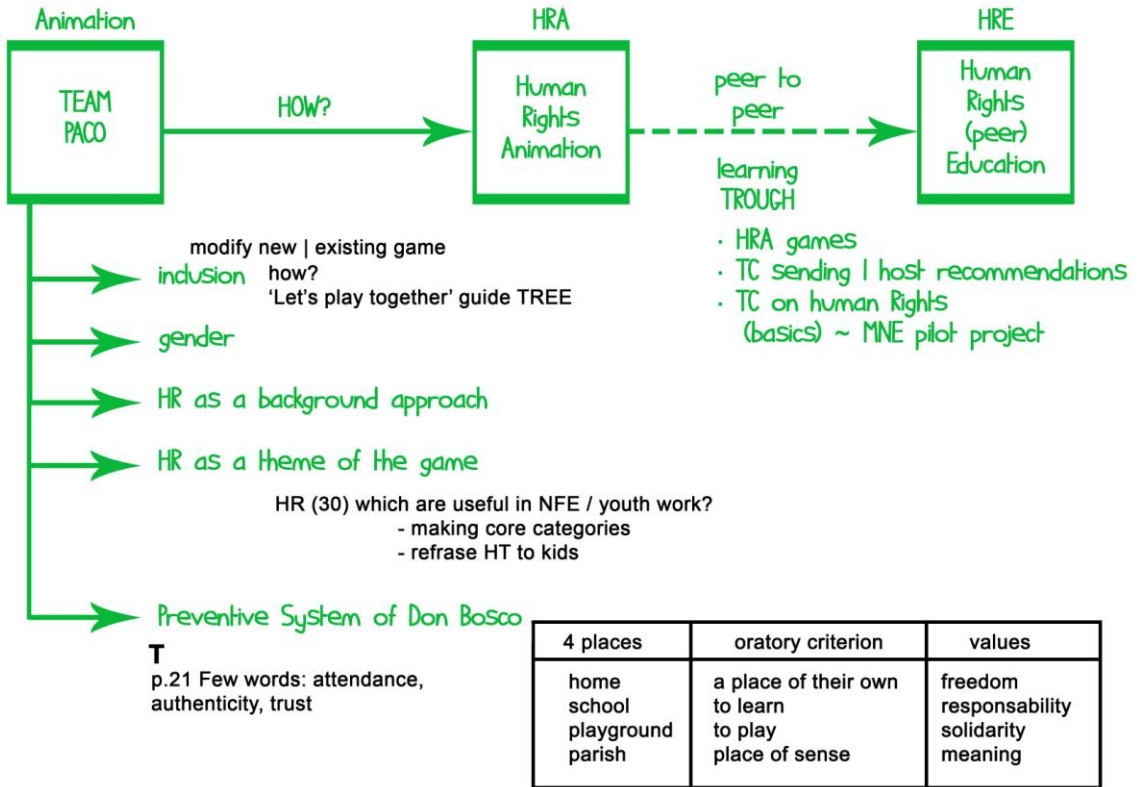
Timing in the programme	Friday morning and afternoon
Background/rationale	The own project ideas are ready to be developed but there for the pax. need more input and handles.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • The participants experience steps in developing a project • the participants can analyse their project • The participants are facing language barriers • The participants express themselves in another language • The participants talk about Human Rights and animation with locals • The participants are capable of making a project plan
Description session (Methodology, methods, timing)	<p>Introduction 10' Energizer Introduction on the session about project analysis: Mini project work on Human Rights and Animation carried out at the city of Apeldoorn (NL).</p> <p>Step 1: Get the assignment. Keep it a secret from the other people outside of your group. This means you can talk about it with the trainers and the commission but NOT with other members of other groups. (15 minutes)</p> <p>Step 2: (until 18u Saturday) Make a project plan:</p> <ul style="list-style-type: none"> - Main aims and goals - Concrete objectives - Detailed plan of activities (with a plan B) - Resources (people, material, information, transport etc.) and Budget <p><u>Assignments:</u></p> <p>Assignment 1: Organize an <u>activity</u> about Human Rights awareness where at least 10 Dutch people are actively involved so you can find out how to make contact with Dutch people. Make a creative, lively, interactive presentation of maximum 15 minutes. Your presentation should be delivered in the evening and can last max 15 minutes. Make sure every member of your group plays a role in the presentation.</p> <p>Assignment 2: Organize a mini lecture (interactive and informative) about Human Rights awareness among the Dutch people (carried out in the city of Apeldoorn) and also answering the following questions:</p> <ul style="list-style-type: none"> - How do Dutch people cope/deal with the Human rights issues? - Man and woman relationship in the Dutch society? - Give us information about the founder of Apeldoorn, Don Apollo - How does a Dutch Tea ceremony look like? What is the meaning of Tea for daily life? <p>Your lectures should be delivered Sunday evening and can last max 20 minutes. Make sure every member of your group plays a role in the presentation.</p> <p>Assignment 3: Design and implement a statistical research about the most</p>

	<p>important Human Right issues in the Dutch society? Incorporate at least 20 respondents of a diverse background (different age categories, migrant backgrounds, etc)</p> <p>Your research presentation should be delivered in the evening and can last max 15 minutes. Make sure every member of your group plays a role in the presentation.</p> <p>Step 3: Present your project plan to the Commission of Review, Evaluation and approval of Human Rights related projects (CREEP): Content Commissioner Mrs. Chircop and Mr Oledath, Budget Surveying Commissioner Ms. Theyskens and Mr. Brisaert. They have very strict office hours so make sure you schedule your appointment in time on the appointment papers. No approval is no start of the project!</p> <p>Think of the following:</p> <ol style="list-style-type: none"> 1. What is your idea? 2. How do you carry out your project? Think of a plan B!!! 3. Division of tasks: Do you have time keeper, financial manager etc. 4. How are you going to present it? <p>In the evening we will have an hour of reflection on the group process. How to give feedback to each other (tips and tops)? This with the idea of looking at the working together, and to optimize the next day activity....</p>
Outcomes	<ul style="list-style-type: none"> • Every group had a short presentation on their findings of the practical analysis • The locals didn't know much about human rights but had a strong opinion about migration • The locals think that as soon as you talk another language, you are a refugee. Here it is interesting to see the stereotypes and prejudices. • The lecture about HR awareness was found really interesting and good informed. • Assignment I was difficult to put into reality because most of the people do not want to spend much time with us
Evaluation	<p>Debriefing: it was nice to see the culture and to see Saint Nicolas in the street and really grasp part of the culture</p> <p>The rainy weather made it hard to fully fulfill our task.</p> <p>Interesting to link the venue to a session.</p>
List of materials & space required	<ul style="list-style-type: none"> • 6 envelopes with small cards • small coloured cards with project steps on • glue • large papers with a timeline on • pens • markers
Further reading	<p>info on project management</p>
Appendices	<p>Power point of one group presentation</p>



Overall analysis

Timing in the programme	Friday afternoon/evening from Animation to HRA Saturday from HRA to HRE
Background/rationale	The participants got to know Human Rights and their violations as well as methods for animation.
Aim(s) and objectives of the session	•
Description session (Methodology, methods, timing)	1. Explanation flowline 2. 3 activities of a work plan ‘Beyond the SEA’: - Creanimators : TC on animation and HR - Symposium - FATE: training seminar for returned volunteers
Outcomes	The group was divided into 4 subgroups. The outcomes were: - Human Rights Games - Training outlines for a session concerning Human Rights - Revision/adaptation of the training sessions made by pax of the Symposium with the scope of an international volunteer - Make HRA games by using the scheme Furthermore the participants made a video report in their group with their analyses and working process (which you can find on the dedicated project website)
Evaluation	Not every group was as strong or as cooperative. It is still difficult to make games but the scheme helps. It is a starting point.
List of materials & space required	• Human Rights games Creanimators (see website) • Training session Symposium • Flipshart with scheme on it to make the HRA games
Further reading	Let’s play together
Appendices	See schemes



GENDER

- education gender sensitive
 - positive stereotypes
 - work together
 - gender neutral language
- } summary

HR in youth work

- diversity - variety (all different, all equal)
- HR - dignity, respect, equality, diversity
- participation — inclusion
- \ empowerment ~ gender



disabled → different abilities
special needs

{ I don't do different things }
{ I do things differently }



PD
physical disability

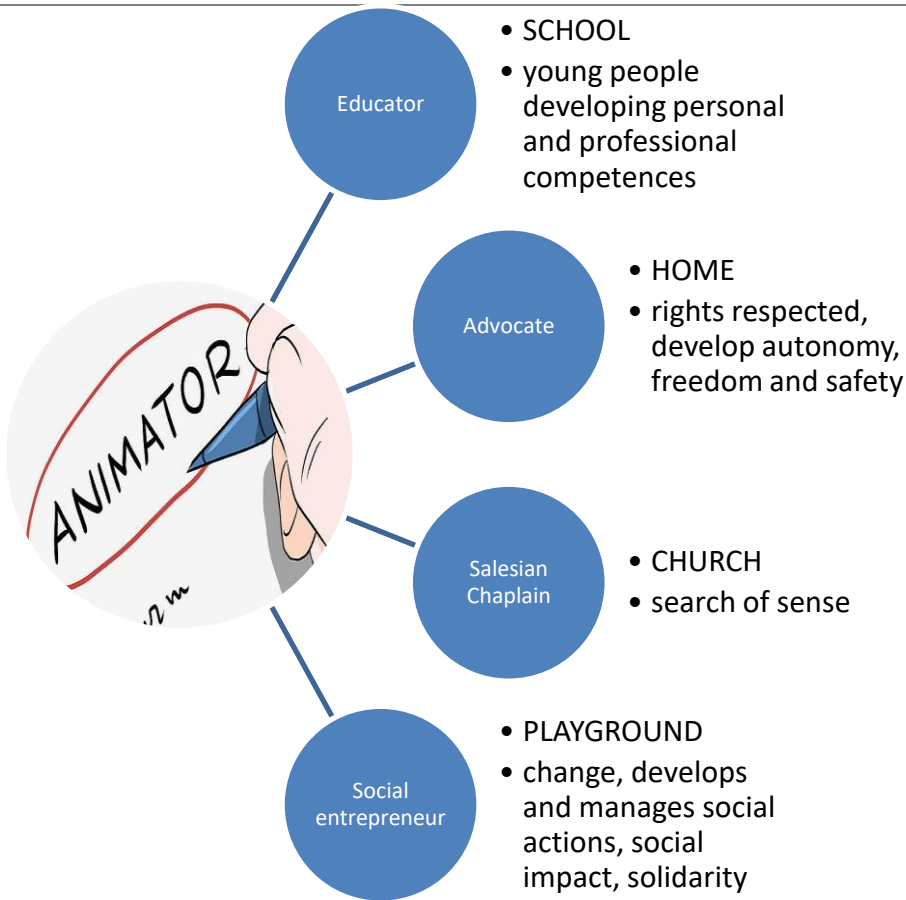
- T** focus on ability
open comm.
lots of encouriagm. &
understanding
- R** allow wheelchair
modify rules
roll instead of throw
- E** helments pads, sponge balls
various size
- E** smaller play area
play indoors

intellectual dis.
ASD

- T** short simple visual
- R** simple task rules
(same)
- E** (same)
- E**

Action planning

Timing in the programme	Sunday 19 th of November 2017
Background/rationale	After the participants received information about animation, human rights and how to integrate it together they can make the transfer to their local community. How will they act as multipliers and what will they do in their local community.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Pax to create an action plan for their project • Pax to gain a greater understanding of what an action plan is • Discover and use the five steps of creating an action plan: <ul style="list-style-type: none"> ○ Brainstorming ○ Grouping together similar tasks ○ Rank tasks into order of importance ○ Think about who and when ○ Create action plan table
Description session (Methodology, methods, timing)	<p><u>Game: Count to ‘20’</u></p> <p>Ask pax to stand in a circle facing away from each other, so they cannot have eye contact with each other.</p> <p>Then read out the following instructions: “ The aim of the game is to reach 20 (or the number of the group if higher; ie if there are 15 participants they must reach 20, if there are 21 participants they must reach 21). However, you cannot speak at the same time as someone else, if this does happen you must return to 1. Also everyone in the group must say at least one number.”</p> <p>During the game it will become apparent that it is more difficult to reach the end goal. After a few attempts provide the group with a 30 second opportunity to think about what changes they can make to achieve. Continue to give 30 second intervals after every few attempts, increasing to 1 minute if needed. Once group manage to reach the identified number it is important to debrief to ask how they managed to succeed and what helped. The leader of session should stress that they created a plan during the 30 second intervals and this is what they will be focusing on in this session.</p> <p>Provide an example of when they had an idea but it did not come to fruition due to a lack of realistic planning.</p> <p><u>Project development concerning your own learning style and profile</u></p> <p>Link with master plan DBYN: different profiles of active citizens. Each profile has a different way of emancipation in the local community.</p>

	 <ul style="list-style-type: none"> • SCHOOL • young people developing personal and professional competences <ul style="list-style-type: none"> • HOME • rights respected, develop autonomy, freedom and safety <ul style="list-style-type: none"> • CHURCH • search of sense <ul style="list-style-type: none"> • PLAYGROUND • change, develops and manages social actions, social impact, solidarity <p>Activity - Action plan steps</p> <p>The pax will see the schedule of an action plan. This consists about different steps. Since this project is quite local, we do not divide them into groups.</p> <p>But they have to go through all the 5 steps</p> <p>1st Station - The Pax will then be given 5 minutes to brainstorm everything about their scenario (who, what, where, when, how) that they need to think about in order to make it successful.</p> <p>They can interact with each other.</p> <p>2nd Station – after interacting, the pax can add things that are missing from the brainstorm and group together similar tasks.</p> <p>3rd Station - Using the information present from the previous stages the pax are now given 5 minutes to rank the tasks in order of importance.</p> <p>4th Station - Using the ordered list of tasks the pax must now spend the next stage setting deadlines thinking about who will complete the task and when it should be completed.</p>
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	<p>5th Station - On the table there should now be a comprehensive list of tasks with identified actors and when the tasks should be completed.</p> <p>De-brief activity Facilitate a discussion about the process of creating an action plan, what the pax found difficult? was there anything that they experience or were made to think about that they hadn't thought about before? How can they use this process with their own projects? Will it be a helpful tool for their project management?</p> <p>Buddy system: Since making and thinking and doing a project is a process, we make a buddy system where every participant is linked with another participant to ask about the project, how it is going, what are the barriers, why did or didn't you succeed etc.</p>
Outcomes	<p>Pax to have a realistic action plan of what they want to do within their local community to come from animation to education. The outcomes are scanned and you can find in a separate document.</p>
Evaluation	<p>The session was well received with participants stating that they found it very useful to break down each step. This made them really think about each action and the intricate, small details that often get forgotten that could potentially cause the project to fail.</p> <p>The difficulty is to do it alone and when you have a flowline, that if 1 person isn't cooperating it is difficult to go on with it. Once you go home you are again in your busy lifestyle, which does not facilitate project planning and development.</p>
List of materials & space required	<ul style="list-style-type: none"> • Large Room • Flipcharts with steps of action plan and profiles • A3 paper (at least 5 pieces) • A4 paper (at least 5 pieces) • Markers for each table • Projector (beamer)
Further reading	<ul style="list-style-type: none"> • Action Plans; Small Scale Planning • https://www.mindtools.com/pages/article/newHTE_04.htm • https://youtu.be/XIsnsbuL3zA
Appendices	<p>5 steps of action plan:</p> <ol style="list-style-type: none"> 1. brainstorming 2. grouping together similar tasks 3. Rank tasks into order of importance 4. Think about who and when 5. create action plan table

Evaluation

Timing in the programme	Last working day
Background/rationale	Last formal session of the week, provided the opportunity for pax to reflect on the programme, what they have learned, developed and what skills and knowledge they will take home with them.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • Revise fears and expectations of the pax during first session • Gain understanding to whether the participants own objectives for taking part have been met
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> • Via different questions we want to evaluate the activity and sessions • The outcomes will be gathered and will be used in the future development of a similar activity. <p>The participants are given post-its. On every post-it they have to answer a different question. “Did you have some expectations that were not fulfilled?” and “What have you learned?”. These questions are a follow up of the questions they got in the beginning of the week. See the two questions below. All the questions are discussed in group.</p>
Outcomes	<p>What do you expect?</p> <ul style="list-style-type: none"> - How to make education form your animation experience? - Learn methods of animation - How to work with youngsters that returned form volunteering service - Get to know interesting people and learn about how they experience working with people - To learn about Salesian projects - Prepare/guide/evaluate the experiences of volunteers - New ideas - Exchange with other volunteers - Methods of education - How to improve methods to talk about human rights <p>What can you contribute?</p> <ul style="list-style-type: none"> - Experiences of 1 year volunteering - Experiences - Sharing experiences about organizing group trips to familiarize with volunteering - The experience of having worked with disabled persons and youth - Knowledge about HRA <p>Did you have some expectations that were not fulfilled?</p> <ul style="list-style-type: none"> - Lack of team buildings (games for developing relations) - The part of animations could be longer. I missed more non-formal moments. - Less volunteers then expected - Actual HRA games (how to play it with them)

	<ul style="list-style-type: none"> - How to gain support in using the knowledge I gained on a local level <p>What have you learned?</p> <ul style="list-style-type: none"> - Volunteer organizations from all over Europe are quite different - A lot from the other participants while brainstorming during coffee breaks - Get some actual knowledge about HR - Intercultural seminar with volunteers - I got to know many interesting people and learned about their experiences - New creative ideas for working with youth - A lot of games - Learned practical advices - New information about animation, education and human rights - Experiences from other volunteers - New people - Improves my animations skills - Animation part was reached very well, the educational part not so much <p>Did you learn something about HR?</p> <ul style="list-style-type: none"> - 70% - 70%: let's do this, not sure of I have enough time - 80% - 90%: I learned about what people think about HR. - 60% - 50%: HR is very important for me. - 60%: Hard topic, but good ideas and plans have been taught and discussed - 70%: Not sure how to implement HR in my organization - 50%: there was so much about HR that it started to annoy me. Maybe next time more teambuilding. - 90%: really interested - 50%: interesting, but sometimes really theoretic - 60%: This was not really my aim, but awareness increased - 90%: Interesting, because I didn't know much about it. <p>Did you learn something about animation?</p> <ul style="list-style-type: none"> - 100%: really great - 50% - 100%: I had fun and learned new things - 50%: I knew already a lot - 100%: I've learned a lot of new games - 90%: It's a lifestyle for me. - 100%: Very useful and useful in daily life - 90% - 100%: I've been working as an animator for 8 years, but I still learned a lot
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	<ul style="list-style-type: none"> - 50%: I'm new in the field - 10%: it's not my thing - 90%: Related to what I always wanted to improve - 80%: New methods! <p>Was there a chance to network? Was it as you expected?</p> <ul style="list-style-type: none"> - 90%: I liked the atmosphere and different cultures - 80%: really liked the group, a lot of sharing - 90% - 100%: it's a pleasure to work with people from other cultures - 90% - 80% - 100%: Nice to hear about other people's projects - 100% - 100%: Everyone was nice and kind - 100%: It was nice to meet new people - 100%: I love to interact with different cultures - 100%: Great people, the session were ideal for teamwork - 90% <p>What are the chances you are going to take action back home?</p> <ul style="list-style-type: none"> - 70%: Very excited - 40%: Back home I think I won't have anyone to support me - 50%: we will see what we can do in oratory - 80% - 70% - 90%: It's hard to take action because I am on Erasmus now. - 40%: I am not involved in an oratory right now - 80%: I hope I can motivate people - 90%: I am not sure if I will have enough time - 90%: I am really passionate about my plan! - 90% - 70%: seminar was helpful but I am not sure I will have enough time - 40%: I will try to implement some things <p>What do you think about the trainers?</p> <ul style="list-style-type: none"> - 70%: there were some sessions I really liked, but some of the sessions were boring. - 80%: They were very helpful. I felt we were partners and they were facilitators of the process. I want to point out that Biju's sessions were not clear to me. I have a feeling it's because he doesn't(have much experience as a trainers. - 100%: good trainers - 100%: the best - 100% - 100%: Very educated, funny and helpful - 100%: good explanations and creative program - 80%: Clear and enthusiastic. I didn't like the introduction to HR
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	<p>that much</p> <ul style="list-style-type: none"> - 90%: Sometimes I felt that I am being judged, but maybe that is my imagination. But the educative part was very good. I spend really quality time. - 100%: Claudia and Biju were amazing. Always smiling and full of positive energy. - 100%: I felt welcome and comfortable and I learned a lot from them. Really special people! - 90%: Trainers are very practical in their approach. - 95%: They helped us a lot!
Evaluation	Trainers gained a lot of good feedback, some of it was unnecessary as it will not be productive in making any changes in the future, but it was nice to hear the honest opinions of the participants.
List of materials & space required	<ul style="list-style-type: none"> • envelopes (A5-format) • markers, pens, pencils and other colourful writing devices • A4 paper (white and different colours) • A3 paper (white and different colours) • glue • flipchart paper • post-it's • long paper for program •
Further reading	n/a
Appendices	n/a