PREPARATION FOR LEAVING CARE

SAPI TEAM

PART A

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Contents

Foreword

This manual is aimed at supporting professionals who work with children in alternative care and prepare them for independant life, as well as the professionals who would like to conduct trainings to other professionals on preparation for leaving care.

The manual is developed within the EU-funded project "OUTogether – promoting children's autonomy on alternative care".

This version of the manual presents the main contents of a training programme on preparation for leaving care and autonomy, including the feedbach received after the piloting. The manual does not focus on concrete procedures and regulations as they depend on the already established in the every state legislation. Therefore, the manual gives a practical tools how to build certain skills and attitudes and to give certain knowledge to youths who are leaving care.

The content of this manual builds on already developed resources like the Northern Ireland Standards for leaving care[1], "A training manual for care professionals working with children in alternative care"[2] by SOS Villages, Umbrella Program presented by Del Valle e Fuertes (2000) e Del Valle e Garcia Quintanal[3] (2006), and complements with the adaptation of the "Pathways" and three more newly developed themes related to promotion of autonomy, education for citizenship and proactivity, elaborated by SAPI Bulgaria.

The manual is devided in two separate parts – A and B. Part A of the manual is general description of the sessions to be implemented with potential trainers by a professional trainer. Part B, on the other hand, consists of practical tools to be used by professionals who work directly with leaving care youths.

Beneficiaries of the manual are the leaving care young people. Intermediaries are the professionals working with them. Therefore the manual contains concrete practical tools for professionals to work with young people.

Part B is the contents, the substantative resourse for direct work with children leaving care while Part A and the sessions in Part A are the structure of training for trainers. The trainer should be well aquainted with the whole manual and also with all additional resources referred to.

This course is structured in 12 sessions which ideally should be conducted for 20 hours | 2 weeks | 2 days per week | 5 hours/day.

The main assumption is that professionals are competent in their chores and therefore the manual provides technical, supporting and practical tools for work with youths who are about to leave care.

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1. https://www.health-ni.gov.uk/publications/standards-leaving-care-services-northern-ireland (Department of Health, Social Services and Public Health. NI, 2012)
2. https://www.sos-childrensvillages.org/getmedia/c350d4d7-e40e-43c3-9bd5-3f8f61fa1002/Realising-Childrens-Right-ENG.pdf (e SOS Children's Villages International, 2015)
3. http://grupogifi.com/catalogo/del-valle-j-f-y-garci-1-2a-quintanal-j-l-2006-umbrella-habilidades-para-la-vida-oviedo-asaci-edicion-en-cd (Timonen-Kallio, del Valle, & Quintanal, 2005)

Context

Alternative care here follows the definition given in the UN Guidelines for the Alternative Care of Children[4] as "Alternative care may take the form of:

(i) Informal care: any private arrangement provided in a family environment, whereby the child is looked after on an ongoing or indefinite basis by relatives or friends (informal kinship care) or by others in their individual capacity, at the initiative of the child, his/her parents or other person without this arrangement having been ordered by an administrative or judicial authority or a duly accredited body;

(ii) Formal care: all care provided in a family environment which has been ordered by a competent administrative body or judicial authority, and all care provided in a residential environment, including in private facilities, whether or not as a result of administrative or judicial measures.

c) With respect to the environment where it is provided, alternative care may be:

(i) Kinship care: family-based care within the child's extended family or with close friends of the family known to the child, whether formal or informal in nature;

(ii) Foster care: situations where children are placed by a competent authority for the purpose of alternative care in the domestic environment of a family other than the children's own family, that has been selected, qualified, approved and supervised for providing such care;

(iii) Other forms of family-based or family-like care placements;

(iv) Residential care: care provided in any nonfamily-based group setting, such as places of safety for emergency care, transit centres in emergency situations, and all other short and long-term residential care facilities including group homes;

(v) Supervised independent living arrangements for children in this context."

Nevertheless, every country has its own definitions for different types of care based on Article 20 of the UNCRC, where it is stated that alternative care is responsible for providing care for children deprived of his or her family environment, or in whose own best interest cannot be allowed to remain in that environment. Thus, accordingly to UN (UN General Assembly, 2010)[5], to address the Rights of the Child living in alternative care implies to ensure that, while more "permanent solutions are being sought, or in cases where they are not possible or are not in the best interests of the child, the most suitable forms of alternative care are identified and provided, under conditions that promote the child's full and harmonious development". The UN – reaffirming the Universal Declaration of Human Rights and the Convention on the Rights of the Child – states that all State entities in cooperation with civil society should adopt policies and procedures which favour information-sharing and networking between agencies and individuals in order to ensure ef-

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4. https://www.unicef.org/protection/alternative_care_Guidelines-English.pdf (UN General Assembly, 2010)
5. https://www.unicef.org/protection/alternative_care_Guidelines-English.pdf

fective care, aftercare and protection for these children (article 70). Besides, UN demands special attention to the quality of alternative care provision, in particular with regard to the professional skills, selection, training and supervision of carers (article 71). Indeed, training professionals that work in alternative care on rights of the child is also underlined as a key priority by the Council of Europe Strategy for the Rights of the Child (2016-2021)[6]. Also the EU has been emphasizing the importance of recruiting committed and competent professionals, who should be trained – among other issues – on child development[7]; as well as the importance of embed child rights in care professionals' work for a successful transition from institutional to community-based care.[8]

However, across the EU several gaps have been identified regarding the preparation for leaving care, the deinstitutionalization efforts, the establishment of national standards and the dissemination of good practices[9]. Moreover - although there are still significant gaps in research knowledge - since 1990, research on young people leaving care suggests that different pathways are associated with the quality of care children experience, their transitions from care and the support they receive after care[10]. Another important gap is related to support aftercare. A European study (which includes countries like Bulgaria and Croatia) realized that this departure from care to self-sufficient adulthood is characterized by chronic, often debilitating shortcomings[11]. The same study shows that not only is the preparation for leaving care insufficient, but also young people in care face additional challenges – comparatively to most young people in general population – in transition to adulthood regarding, for example, accessing jobs and housing, but also in dealing with loneliness, emptiness, and abandonment.

Specifically, in this regard Bulgaria the process of deinstitutionalization led to a significant change in the pattern of social services delivery in Bulgaria. Almost all old type residential services were closed and some new types of services were promoted and developed – like small groups homes and foster care. Also, attention was given to the establishment of community services in order to prevent abandonment and to support children and families in their normal environment. However, the number of children living in formal care remains almost untouched – 6793 children are in formal care as per 31.12.2016, and the provision of services for careleavers remains one of the biggest challenges. Specially, insufficient and inadequate human and financial resources, as well as the lack of special social assistance for careleavers are pointed out as the main limitations to implement national standards regarding preparation for leaving care and after-care support.

6. https://rm.coe.int/168066cff8
7. European Commission. (2015). 9th European Forum on the rights of the child, Reflection Paper, Coordination and co-operation in integrated child protection systems. 30 April 2015.
8. Ad Hoc Expert Group. (2013). Common European guidelines on the transition from institutional to community-based care. Brussels: European Commission
9. SOS Children's Villages. (2010). Ageing Out of Care, from care to adulthood in European and Central Asian Societies. Austria, SOS Children's Villages.
10. Stein, M. (2006). Research review: young people leaving care, Child and Family Social Work, 2006, 11, 3, 273–279.
11. SOS Children's Villages. (2010). Ageing Out of Care, from care to adulthood in European and Central Asian Societies. Austria, SOS Children's Villages.

Structure of the manual

The manual is devided in **two separate parts – A and B.**

Part A of the manual is general description of the sessions to be implemented with professionals by a trainer and facilitators technics.

Part B, on the other hand, consists of practical tools to be used by professionals who work directly with leaving care youths

How to use the manual

Beneficiaries of the manual are the leaving care young people. Intermediaries are the professionals working with them. Therefore the manual contains concrete practical tools for professionals to work with young people. A special attention is given to the reflections as this manual is a pilot and the feedback is extremely important for its improvement. Therefore the trainers should collect the information and record the feedback.

Part B is the contents, the substantative resourse for direct work with children leaving care while Part A and the sessions in Part A are the structure of training for professionals. The trainer should be well aquainted with the whole manual and also with all additional resources referred to.

The training programme presented here is based on the content included in part B, as well as other resources. Therefore the trainer should be not only experienced in trainings and / or facilitation but also to be acquainted with the envisaged materials

The trainees are a group of app 15 professionals working with leaving care youths who afterwards will be able to conduct the training. The training is designed to be delivered in 20 hours (4 days in 2 subsequent weeks (twice per week), 5 hours each day). Each trainer could adjust it in accordance of the needs of the trainees.

Also at the end of the training the trainer or an assistant should distribute and collect questionnaires provided as Annex 1 and 2 here.

Learning objectives
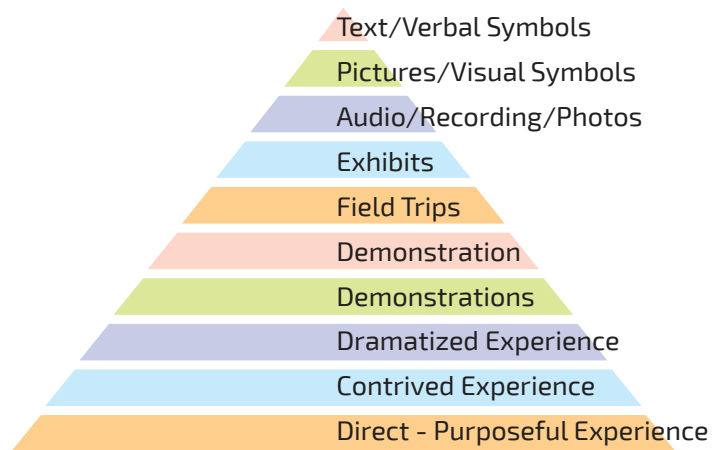
> Professionals tobe able to conduct trainings to their colleagues via facilitation

> Professionals to be able to adapt the tools in accordance with the individual needs

> Professionals to improve the leaving care planning process

> Professionals to be able to promote autonomy and proactivity

> Professionals to be able to promote values like tolerance, democracy, rights

Learning Method

The Programme approach is based on Learning by Doing[12] and Kolb's learning cycle, as well as Edgar Dale's Cone of Experience.

Kolb's Experiential Learning Cycle

Do it!

What happened?

Why/ how did it happen?

What next?

Edgar Dale's Cone of Experience

Text/Verbal Symbols
Pictures/Visual Symbols
Audio/Recording/Photos
Exhibits
Field Trips
Demonstration
Demonstrations
Dramatized Experience
Contrived Experience
Direct - Purposeful Experience

Therefore, the training of professionals itself as well as the direct work with youths are designed interactively and require good facilitation skills..

What is the role of the facilitator?

The objective of the facilitator is to create an environment where each person is ready to raise their own level of activeness and self-confidence, an environment inviting mutual feedback where participants feel supported rather than pressed and attacked.

It is the job of the facilitator to "run the process". The facilitator leads the group in the course of the training. They take care of participants' comfort, the setting and the opportunities for each of them to make a contribution. They enable every participant to express themselves and share. They encourage their contribution. The facilitator follows a specific structure of the training session, which, on the one hand, gives participants a sense of security, while, on the other hand, leads to the achievement of the objectives set; it also maintains the group's focus on objectives.

The facilitator makes sure the planned time is allocated. In this sense, they operate a number of tools and techniques meant to implement the different stages during the session, so that time is neither insufficient, nor abundant.

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12. Democracy and Education: An Introduction to the Philosophy of Education is a 1916 book by John Dewey

The facilitator assigns tasks for implementation according to a plan developed in advance. They give accurate and clear instructions. They check if the instructions are clear. They set a time slot for implementation. After the time expires, they lead the group to the next stage.

The facilitator is an expert, prepared with main ideas on the topic that is being presented. Despite this, as regards contents, they are also in the role of a trainee, experiencing together with participants incidents and events, accepting their opinion and coining new knowledge.

The facilitator encourages new ways of thinking and consideration of ideas. They help the group cope constructively with the ideas, problems, and tasks. Whenever there is a dissonance within the group, they encourage understanding and lead to compromise decisions they all can back. They assist the group to arrive at clear conclusions and take clear action.

All of this means that the main objectives of the facilitator are to:

> foster discussion and exchange of ideas;
> transform problems into possible solutions;
> lead the decision-making process by encouraging and providing alternatives;
> monitor the process of decision-making and summarise;
> monitor all remaining processes;
> observe participants, including their expressions of emotions during the session;
> upon inclusion of all participants, encourage the less active to participate;
> promote creativity and reject stereotypes;
> direct to certain activities;
> provide guidance for their implementation;
> not have to answer all questions raised;
> They make sure participants listen to each other, do not argue without justification, have mutual respect for each other's opinion, do not judge each other critically;
> take into account the opinion of each participant;
> encourage individual opinions and contribution from everyone;
> help realise the value and uniqueness of each opinion;
> avoid confrontation;
> not take sides in times of dispute, unless they have the relevant competencies;
> make sure rules are observed and confidentiality respected.

What is the role of the trainees?

> Trainees participate and contribute to the group process. Via it they have the opportunity to acquire new knowledge, develop skills and curb some of their own stereotypes.

> Trainees implement the tasks assigned by the facilitator and follow their instructions. They treat the process with commitment because their participation in it is a question

of the moral choice they have made earlier.

> Trainees observe the agreed rules for work, and, whenever necessary, propose new ones.

> They are tasked with building trust within the group to encourage free sharing and expression of ideas on the tabled topics.

Interactive Methods for Group Work

The advantages of using interactive methods in the learning process and for competency development were touched upon previously but in most general terms they can be summarized as follows:

> they bring learning closer to the natural learning processes in humans through modelling and practicing skills;

> they encourage children and young people to be active (experiences, feelings, thoughts, behaviour) and lead to personalisation of knowledge;

> they tolerate the value and uniqueness of each group member by promoting personal commitment.

Brainstorming

It is used to generate and collect ideas and thoughts on a particular subject for a short time. The purpose of brainstorming is to collect ideas. It is often used to introduce the topic and check the level of knowledge on a particular issue. A concept is written down in front of all participants (at a spot visible to all) and participants need to give their associations or the first thing that comes to mind. Participants' ideas are also written down. An important rule is that no one is to criticise or assess the ideas of others. The ideas are assessed, debated or summarised only later and this is how participants arrive, on their own, at an understanding of main concepts or topics.

Discussion

It is used for consideration of a particular issue or topic of interest with a view to achieving a better understanding, taking the best decision or developing new ideas and guidelines for the group. The objective is for each participant to express their views on the issue under consideration without being criticised or assessed. The facilitator is asking prompted questions. It is possible that disputes, severe clashes of opinions arise and here comes the role of the facilitator to present the positions, summarise them, look for what they have in common, the pros and cons. In addition to deepening the understanding of a particular issue, discussions also develop listening, standing-up-for-it, justification, empathy skills.

The trainer's task is to lead the process by: considering who sits where for the discussion; defining and presenting the purpose of the discussion; asking open questions; tracking the development of the discussion and leading to summary and conclusion. They can write in a visible place all important ideas and conclusions everybody agrees with or, opposite to them, the opposite ideas in search for better visualization of ideas.

Very often the discussion is preceded by role play, small group work, a film or another type of technique. An important rule is that prior to the discussion all participants step out of their respective roles and return to the main topic of discussion.

Role play

In role play participants play roles and act as other people would in a given situation and under given conditions defined in advance. The point is for the participant to enter into their part, put themselves into the other's shoes and get incited to demonstrate behaviour untypical of them. Role play leads to practicing skills; it strengthens creativity; it leads to the acquisition of experience of how one would react to a given situation in real life; it enhances empathy for others and their point of view; it leads to awareness of one's own feelings.

An important aspect of applying the method is assigning the roles, which can sometimes prove very difficult for the trainer. Also, guidance for the role players should not be omitted. Guidance is provided also to the remainder of the group, the so-called "observers", who, in order to involve them not only emotionally, get assigned particular tasks too: What to watch for? Do they take notes?, etc.

Upon completion of the role play it is important that everyone steps out of their role (the trainer might encourage all to 'shake their roles off' literally). After the play, the experience is processed, the feelings are analysed. The trainer guides the discussion by asking: How did you feel in this role? Would you do something differently outside the assigned role? What would you do in real life?

Small group work

This method is used to obtain several types of opinions and ideas, each from several participants, which are then to be juxtaposed and discussed. The large group is split into small groups, their number depending on the tasks for each group: the tasks can be the same or different, depending on the objective and the topic. Various techniques can be applied to split into groups – by counting, in compliance with a certain criteria, depending on the interests or type of community, etc. With this method the groups work independently. The trainer provides each group with clear instructions, if necessary complete with materials for writing or developing a product, listening, decision-making within the group, allocation of tasks (facilitator, speaker).

The method is suitable when the groups are large and time is limited. It allows each person to make their contribution in coming up with ideas, get to know each other better, build trust and create opportunities to share, and practice one's listening skills.

Upon completion of the task, each group makes a presentation to the rest. A good approach is for the rest to provide positive feedback by clapping their hands, expressing congratulations or any other action. A discussion and a summary follow.

Pair work is a variation of small group work and it is undertaken similarly.

Case studies

The method is about discussing specific real-life situations independently, in small groups or pairs. The analysis of case studies provides opportunities for participants to think, analyse and discuss situations they might face. Case studies are stories of actual events, describing in detail what happened in a particular community, family, school or to a particular person. Discussing a topic lifted from real-life gives young people the chance to explore problems and test out safely different solutions. It provides an op-

portunity for joint work and sharing ideas. The method assists the improvement of decision-making skills.

The facilitator could hand out/ write down in a spot visible to all guiding questions to stimulate thinking and discussion. When using the method, the facilitator should act as a facilitator rather than as the only source of answers and knowledge.

Recapitulation/ sum-up

The sum-up is the output of processing what was experienced, analysing participants' feelings, drawing conclusions, evaluating what was achieved and the results at a given stage of the training. It takes place upon completion of every stage, thematic block, session or at the end of the day. In addition to focusing on what was learnt and summarising it, the facilitator provides an opportunity to participants for evaluation and self-assessment.

Order of speaking

Whenever in the group most of the people want to talk simultaneously, the facilitator can resort to a technique to determine the order of speaking, for example, using a particular criterion. A common method is to use a ball or another object which is passed by the last speaker to another participant sitting next to them or a participant of their choice. The order of speaking can also be determined when deciding on the rules for group work at the beginning of the training.

Communication techniques

They help the facilitator encourage and include in the discussion or task implementation the shier and less confident participants of the group. In order to encourage participants, the facilitator can use questions of the kind: "Who else has an idea?", "We heard more opinions from the left-hand side. Is there anyone from the right-hand side who would like to share their views?", "Is there anyone who would like to add/ share something?" Also the facilitator can open more room for the less confident, watching for gestures and signs from them, inviting them to more active inclusion: "Would you like to say anything? Or add anything?" In order to encourage opinion sharing, the facilitator should use their active listening skills through brief verbal interjections: words of encouragement, repeated words, encouraging interjections such as: "Uh-hu!", "Yes!", "Right!", complete with affirmative gestures. Active listening includes also the corresponding body language in terms of being appropriate, encouraging, unobtrusive. In order to clarify a certain issue, as well as to encourage sharing and assist the fuller and more precise presentation of thoughts and ideas, the facilitator should try to stick as much as possible to open questions beginning with "how", "when", "what", "in what way"?

Icebreakers and energisers

An icebreaker is a game-like activity which helps participants to get to know each other – to break the ice among them, so to say, to create an air of trust and a sense of belonging to the group. The idea is to create an atmosphere that makes one feel comfortable. This type of activity is undertaken at the beginning of the training event, when there are new participants in the training event or at particular stages of the training process, on a step-by-step basis.

Energisers are used for moving around, improving concentration, usually after a break or at the beginning of the day, when participants are less focused or more tired. The idea behind them is to create a good atmosphere and increase the general emotional tone of the group. Often they might be linked to the topic soon to be up for discussion. They often include a lot of movement, physical actions, music and put people in the mood for joint work.

The type and frequency of use of such activities in training is entirely up to the facilitator, depending on their own choice and skills, but the presence of these in the training process enhances its effectiveness and outcomes.

Visualisation and sound

An important aspect of the training is the use of all possible visualisation and sound techniques at the various stages of training.

Visualisation is presenting in an interesting and often attractive way ideas, conclusions and summary statements to make things visible for all participants. To do this we use a flip chart, whiteboard, flipchart pads, colour stick-it notes, marker pens and references. In order to facilitate the instruction process when using a particular method, the facilitator can use prompted questions, 'straw-words', written materials to be handed out, colour cards, etc. Written materials developed during the group process assist in the individual stages when retained and exhibited in the training room in a suitable way. Often one has to return to a particular topic, to conclusions or participants' proposals that serve to think things through better and self-reflect.

The sound technique is a technique in which the stages in the process are expressed by means of words or sounds. At the start of the day or session the agreed rules for group work can be recalled. Each single stage is explained in terms of timing and way to conduct it, clear instructions and reminders are given. Suitable music can be used as background during short breaks.

Good visualization and sound in the training process activate all senses of the participants, capture their attention, and the very learning process is mediated in a better way.

Simulation

Simulations are instructional scenarios where the learner is placed in a "world" defined by the trainer. They represent a reality within which trainees interact. The trainer controls the parameters of this "world" and uses it to achieve the desired instructional results. Trainees experience the reality of the scenario and gather meaning from it.

Simulations take a number of forms. They may contain elements of:

> a game
> a role-play, or
> an activity that acts as a metaphor.

Simulations are characterised by their non-linear nature and by then controlled ambiguity within which students must make decisions. The inventiveness and commitment of the participants usually determines the success of a simulation.

Simulations promote the use of critical and evaluative thinking. Because they are ambiguous or open-ended, they encourage trainees to contemplate the implications of a scenario. The situation feels real and thus leads to more engaging interaction by learners.

Simulations promote concept attainment through experiential practice. They help trainees understand the nuances of a concept. Trainees often find them more deeply engaging than other activities, as they experience the activity first-hand, rather than hearing about it or seeing it.

Some simulations require one hour, while others may extend over weeks. Scope and content varies greatly. However, similar principles apply to all simulations.

1) Prepare in advance as much as possible

> Ensure that trainees understand the procedures before beginning. Frustration can arise when too many uncertainties exist. Develop a guide and put the rules in writing.

> Try to anticipate questions before they are asked. Some simulations are fast-paced, and the sense of reality is best maintained with ready responses.

> Know what you want to accomplish. Many simulations have more than one instructional goal. Developing evaluation criteria, and ensure that trainees are aware of the specific outcomes expected of them in advance.

2) Monitor the process closely

Trainers must monitor the simulation process to ensure that trainees both understand the process and benefit from it. Ask yourself:

> Does this simulation offer an appropriate measure of realism for my group?

> Are the desired instructional outcomes well defined?

> Is the level of ambiguity manageable for this group?

> Does the trainee demonstrate an understanding of his/her role?

> Are problem-solving techniques in evidence?

> Does the research being generated match the nature of the problem?

> Is cooperation between participants in evidence?

> Has the trainee been able to resolve the issue satisfactorily?

> Does the trainee provide meaningful answers to probing questions?

> Will follow-up activities be necessary?

3) return to reality - e.g. use reflection on the process as the assessable component of the activity, rather than participation in the simulation itself).

Gallery Walk

During a gallery walk, students explore multiple texts or images that are placed around the room. You can use this strategy when you want to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations.

Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Procedure

1. Select Texts

Select the texts (e.g., quotations, images, documents, and/or student work) you will be using for the gallery work. You could also have the students themselves, working individually or in small groups, select the texts.

2. Display Texts around the Classroom

Texts should be displayed "gallery style," in a way that allows students to disperse themselves around the room, with several students clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

3. Explore Texts

Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose is for students to take away particular information, you can create a graphic organizer for them to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of texts. Or teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text but also increases the likelihood of off-task behavior.

4. Debrief the Gallery Walk

Once students have had a chance to view a sufficient number of the texts around the room, debrief the activity as a class. Depending on the goals of the gallery walk, this debrief can take a variety of forms. You might ask students to share the information they collected, or you might ask students what conclusions they can draw about a larger question from the evidence they examined.

Reflection

Simply put, reflection involves getting people talking about their experiences. Good facilitation can assure this occurs in a safe and democratic way. The most basic form this reflection takes is the reflection circle. In this forum the tools of good facilitation are used and questions are raised that start participants thinking about their experiences and their learning. The strengths of the reflection circle mirror those of good facilitation, and include providing space in which.

> each participant has a right and an opportunity to speak

> every idea has value and can contribute to learning

> individual contributions are recognized

> participants are responsible for their own learning

Feedback

> Feedback is a way of receiving and collecting information about the impact of the training process. The provision of constructive feedback to trainees is perhaps one of the most useful activities to make the training a success. Feedback is inseparable from the whole learning process. It consists of obtaining/ sharing opinions and advice about work done, a task completed, knowledge and skills acquired, expectations satisfied, guidance for follow-up training, recommendations, etc. Feedback reflects the overall experience which this stage of training or the entire training represents.

> A key factor for effective feedback is for it to be two-way.

> The facilitator can use various techniques to give and receive feedback. Here are some ideas: written feedback, by means of answering questions; colour cards/ emoticons; associations, sharing feelings, making a gesture or taking action, a compliment, the Two Truths and One Lie technique.

> Every stage of the training process is followed by feedback; it is especially important at the end of a training day, as well as at the end of a training event.

Groups Roles[13]

Take a moment to think about the individuals in a particular group you were in and the role each of them played. You may recall that some people were extremely helpful, organized and made getting the job done easy. Others may have been more difficult to work with, or seemed to disrupt the group process. In each case, the participants were performing roles that manifest themselves in most groups. Early studies on group communication provide an overwhelming number of different types of group roles. To simplify, we provide an overview of some of the more common roles. As you study group roles, remember that we usually play more than one role at a time, and that we do not always play the same roles from group to group.

We organize group roles into four categories—task, social-emotional, procedural, and individual. Task roles are those that help or hinder a group's ability to accomplish its goals. Social-emotional roles are those that focus on building and maintaining relationships among individuals in a group (the focus is on how people feel about being in the group). Procedural roles are concerned with how the group accomplishes its task. People occupying these roles are interested in following directions, proper procedure, and going through appropriate channels when making decisions or initiating policy. The final category, individual roles, includes any role "that detracts from group goals and emphasizes personal goals" (Jensen & Chilberg 97). When people come to a group to promote their individual agenda above the group's agenda, they do not communicate in ways that are beneficial to the group. Let's take a look at each of these categories in more detail.

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13. Based on https://courses.lumenlearning.com/introductiontocommunication/chapter/groups-roles/

Task Roles. While there are many task roles a person can play in a group, we want to emphasize five common ones. The Task Leader is the person that keeps the group focused on the primary goal or task by setting agendas, controlling the participation and communication of the group's members, and evaluating ideas and contributions of participants. Your associated students president probably performs the task leader role. Information Gatherers are those people who seek and/or provide the factual information necessary for evaluating ideas, problem solving, and reaching conclusions. This is the person who serves as the liaison with your professors about what they expect from a group project. Opinion Gatherers are those that seek out and/or provide subjective responses about ideas and suggestions. They most often take into account the values, beliefs, and attitudes of members. If you have a quiet member of your group, the opinion gatherer may ask, "What do you think?" in order to get that person's feedback. The Devil's Advocate is the person that argues a contrary or opposing point of view. This may be done positively in an effort to ensure that all perspectives are considered, or negatively as the unwillingness of a single person to participate in the group's ideas. The Energizer is the person who functions as the group's cheer-leader, providing energy, motivation, and positive encouragement.

Social-Emotional Roles. Group members play a variety of roles in order to build and maintain relationships in groups. The Social-Emotional Leader is the person who is concerned with maintaining and balancing the social and emotional needs of the group members and tends to play many, if not all, of the roles in this category. The Encourager practices good listening skills in order to create a safe space for others to share ideas and offer suggestions. Followers are group members that do what they are told, going along with decisions and assignments from the group. The Tension Releaser is the person that uses humor, or can skillfully change the subject in an attempt to minimize tension and avoid conflict. The Compromiser is the one who mediates disagreements or conflicts among members by encouraging others to give in on small issues for the sake of meeting the goals of the group. What role do you find yourself most likely to enact in groups? Or, do you find you switch between these roles depending on the group?

Procedural Roles. Groups cannot function properly without having a system of rules or norms in place. Members are responsible for maintaining the norms of a group and play many roles to accomplish this. The Facilitator acts like a traffic director by managing the flow of information to keep the group on task. Gatekeepers are those group members that attempt to maintain proper communicative balance. These people also serve as the points of contact between times of official group meetings. The Recorder is the person responsible for tracking group ideas, decisions, and progress. Often, a written record is necessary, thus, this person has the responsibility for keeping, maintaining, and sharing group notes. If you're the person who pulls out a pen and paper in order to track what the group talks about, you're the recorder.

Individual Roles. Because groups are made of individuals, group members often play various roles in order to achieve individual goals. The Aggressor engages in forceful or dominating communication to put others down or initiate conflict with other members. This communication style can cause some members to remain silent or passive. The Blocker is the person that fusses or complains about small procedural matters, often blocking the group's progress by not letting them get to the task. They worry about small details that, overall, are not important to achieving the group's desired outcome. The Self-Confessor uses the group as a setting to discuss personal or emotional matters not relevant to the group or its task. This is the person that views the group as one that is there to perform

group therapy. The Playboy or Playgirl shows little interest in the group or the problem at handand does not contribute in a meaningful way, or at all. This is the person who does essentially no work, yet still gets credit for the group's work. The Joker or Clown uses inappropriate humor or remarks that can steer the group from its mission.

Preparation and Delivery of a Training Session/ Workshop

General guidelines

It should be borne in mind, when designing a workshop/training, that there is no such thing as universal programme model.[14] The structure and the design of the programme are only a proposed framework. What matters is the quality of the discussion conducted with the young people. The initial programme design can be changed in the course of the session, if this is seen as more productive. The exercises and activities chosen are the means to think through a given topic or idea. They can always be changed and modified because the purpose is to provoke a constructive discussion. The design and choice of exercises should encourage participants' openness. The timely use of exercises as part of the session can have a significant impact on the extent it works towards achievement of the objectives. For example, if the group is not ready and open, an energizer or a concentration exercise or some other technique can provoke the respective response.

Experience suggests that there are five sets of activities[15], that need to be undertaken in designing and preparing each training session or workshop.

1. Setting the objectives and deciding on content

The design of the programme depends on the number of topics/issues, the extent to which they relate to the objectives, roles, needs and the prevailing air of openness in the group. The first question that needs an answer: "Can the topic be dealt with within a single session?" If not, and it is a judgment call, then the question is: "What should be the first step in introducing the topic?" For example, if there is clarity about the objectives in relation to the topic, the facilitator can start the session with a brief presentation of these objectives, 'attune' the participants and discuss how the group should work in order to achieve them.

Very often, in the course of the session, additional topics and discussion issues can emerge. The good planning of the session phases and following the plan is a way to ensure that the actual needs of the group are satisfied. It is important when planning the activities within a session to allow for extra time, the larger the group, the larger the spare-time allowance. In conclusion, the main decisions to take are as follows:

> In order to achieve the objectives under a given topic, is a single session sufficient or it will take more than one session?

> Is the group gathering for the first time or some trust and openness are already in place?

> What are the main objectives of the session and what should be achieved at the end of it?

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14. Moxon P., Building a Better Team: Handbook for Managers and Facilitators, Gower, 1993
15. Ibid.

2. Designing the session

The group for peer-to-peer training can be as large as 12 to 20 participants. It can be comprised of peers younger than the trainers but group members should be the same age (same grade). It can be a mixed group from several classes (forms). Participation is based on a motivated choice on the part of the trainee and should never happen under an imposed obligation.

Having decided on the overall strategy and the contents of the issues to work on, the facilitator should decide how much time is needed to deliver the session (duration/ length).

Session length depends on a number of factors such as: at what stage of the overall group work is the planned session coming; the in-group climate and existing skills; past experience with interactive training; nature of topics to be covered and the extent to which these are personal for participants. At the start of a training programme perhaps an initial session of 2 or 3 hours will be needed, because the group needs to solve the problems with objectives, roles and processes and might need to improve some skills such as skills related to communication, introducing oneself, sharing expectations.

The next step is to write down a plan/ scenario with time slots for each activity in order to check if the objectives are achievable within the time available. Also, there should be some introduction, some kind of exercise to kick-start the group and a review of what was achieved at the end of the training. The choice as to what should be included is determined by the objectives and the ranking (hierarchy) of the problems.

3. Choosing exercises

Now that the session is designed, it is possible to decide what exercises and methods should be used for each individual activity. The exercises seek to get a constructive debate within the group, reduce all risks and encourage openness and feedback. It is not always a good approach to choose exercises that definitely worked well in previous sessions but are not much related to the particular topic under consideration. There are, however, several general principles related to the overall design that need to be borne in mind when designing a session:

> Choose exercises simple to understand and do and maximise discussion time. Difficult exercises that require a lot of individual work can slow down the discussion and make it difficult to resume.

> Be flexible with time. Plan 'delay time' i.e. allow more time than strictly needed.

> If a particular exercise has been used successfully previously, it does not mean that this will always be the case.

> If the exercise is too complicated, some participants can go off the discussion. They can become tense and irritable/ edgy and lose sight of the main issue the exercise is trying to drive the group to.

> Watch for the mood and natural rhythm of people in the group. If the session is immediately after lunch (the so-called 'pudding session'), plan an energizer at the start instead of a presentation or film.

4. Administration

The space where the session is delivered should have enough light and give room for participants to move around in the course of implementing various activities and tasks in groups.

For the purposes of peer-to-peer training, the most suitable arrangement of seats is the circular one with free space in front of each participant. The trainer is also part of the circle. The circular lay-out allows participants to see each other at all times and communicate freely. It suggests trust, openness, and a sense of community/ belonging. Naturally, depending on the objectives of the session and the stage you are at, different seat arrangements and some moving-seats-around can be undertaken; some spaces for small group work or individual task implementation can be designated too.

It is important that in the training hall or training venue there is one spot that can be seen by all and where the main ideas and things of importance for the training session can be written down. When audiovisual methods are used, the room/ hall should have the relevant sound system and required equipment.

As far as the venue is concerned, it is always better to do the session outside of or far away from the regular place of activity for the group.

5. Preliminary work with the group

In order to deliver successfully a training session/ programme, the preparation in terms of contents is important.

First, the facilitator should know the composition of the group in terms of expected number of participants, which grade, what they have in common and what brings them together as a group.

Depending on the objectives, sometimes it is better to make a preliminary survey among peers to obtain particular topics of interest or specific training needs. This can be affected by means of a short questionnaire or preliminary consultation. Also, if the topics/ training programme are predefined, it makes sense, after the training/ workshop is designed, to assign preliminary tasks for training participants to implement – select materials on a given topic, make a presentation, answer a question, etc.

Some of the preliminary preparation is agreeing the forthcoming session with the management of the training venue. If necessary and depending on the existing institutional rules, the parents of the trainees need to be informed and their agreement for their child's participation obtained.

Delivery of a Training Session/ Workshop

As made clear previously, there is no obligatory model or design of a training session to be followed. There are, however, some rules of principle that "open" and "close" the training and contribute to its efficiency.

1. Beginning of group work / opening the session

In the beginning the discussion should start with more general topics, identification of problems, etc. before moving on to more personalised topics (such as feedback on individual behaviour). Non-compliance with these recommendations can put people in a very awkward position at the start, which can lead to their withdrawing from the discussion or their becoming unnecessarily aggressive or defensive. Part of the skill required here is to design and connect the individual parts of the session in such a way that the overall design encourages the processes of self-assessment, feedback and risk-taking.

The start or opening of the training session is an important point and, as such, it requires special preparation and delivery structure. These include the following aspects:

> Getting to know participants and reducing tension

Different activities and techniques are used. When getting to know each other and building trust, if the peers already know each other, techniques revealing particular aspects of everyone's individuality and aspects they have not thought about as yet can be used. For example: an experience from one's childhood; a hobby; what the others do not know about me; design of a personal coat of arms; my pet; season of preference; associations with one's name, etc. Depending on the group's composition, a series of several activities can be used. If this is a new group, it makes sense to devote more time to developing trust and a sense of togetherness. Subject of discussion can be topics participants find more pleasant or problems proposed by them. The important thing is to attract interest and for trainees to see their participation in the group as a nice thing. Now that a relatively relaxed atmosphere is created and people have listened to each other for a while, one can proceed with the topics included in the programme.

> Familiarising with the programme and objectives of the training module

The facilitator presents the objectives and contents of the programme. It is important to emphasize the significance of the topic for everyone by asking questions checking the validity of this: "*Why is this topic important to you?*", etc.

> Agreeing on group work rules

Negotiating and visualising the rules prior to moving on to the actual programme content creates a feeling of comfort and security in participants, additionally facilitates reducing tension and building trust to help share things. An important aspect in agreeing on the rules is that they are proposed by the participants themselves. The trainer stimulates this process through questions, inviting participation or asking participants to imagine themselves in situations: "*Imagine that… How would you feel? What would you do?*"

The rules cover several aspects of group work:

> Position and moving around in the space available;

> Order of speaking;

> Freedom of expressing one's views;

> Listening;

- ❯ Observing time limits;

- ❯ Breaks;

- ❯ External factors that can interrupt the process – telephones, other noise, free movement in and out of the room; free conversations;

- ❯ Confidentiality within the group;

- ❯ Forced participation.

All participants should accept and observe the agreed rules. The trainer can emphasise that at each stage of the process a new rule can be proposed for addition, if there is agreement on the part of the respective participant. If necessary, rules are recalled.

- ❯ Sharing expectations

Despite the preliminary work and studying the interests of the group, a must-do aspect at the beginning of a training/ workshop is for everyone to share their expectations, participants and trainer alike. Different techniques can be used, some of which proposed below. The most widely used technique is writing down the group's expectations on sticky notes, pasting them in a place where everyone can see them and summarising them. The facilitator can expand the task by making things more specific - via asking interactive questions about the expectations for content, personal objectives, training methods and techniques, applicability of what is taught.

At the end of the training a review is undertaken as to the extent of achievement of participants' expectations, including via feedback techniques.

2. Practical guidelines for session delivery

DOs:
- ❯ Plan and prepare
- ❯ Manage time
- ❯ Listen
- ❯ Know the subject/ topic
- ❯ Avoid biased rejection of ideas
- ❯ Encourage everyone to contribute
- ❯ Recapitulate and check participants' understanding
- ❯ Encourage participation
- ❯ Defend the weak
- ❯ Manage the strong
- ❯ Be energetic
- ❯ Handle conflict situations

DON'Ts:

> Exert control

> Use conjectures/ make guesses

> Give your own opinion first

> Compete with participants

> Take sides

> Immediately focus on the other's arguments

> Argue

> Manipulate

> Be disparaging

> Be condescending

3. Closing the session/ training day

The closure of the process is an important aspect too, which leaves the last imprint in the mind of the participants and can possibly determine their next opportunity for inclusion in trainings. Assigning the following task is a good approach: "We are at the end of our training. Imagine you leave the training with a rucksack on your back. Try to draw this on a piece of paper. Put in the backpack whatever you want to take away with you from this training". The backpack or other type of bag can be pre-printed on a large sheet of paper and people can then add things by using pictures, symbols or concepts.

Participants should have enough time to think about what they learned and believe valuable. The trainer can explain that the contents of the backpack can include exercises, pictures, feelings, acquaintances, ideas, new knowledge, skills, impressions, satisfaction with overcoming some difficulty or change of values.

This is a good way of providing feedback on what happened during the training.

Participants can be encouraged to express their impressions orally too.

The facilitator also participates in implementing the assigned feedback and session summary task.

The meeting ends by agreeing to have a follow-up meeting or a specific action plan.

Resources used

The whole manual comprises information, resources and inspiration from several resources:

> **SOS manuals "Prepare for Leaving Care"**[16] (Florence Treyvaud Nemtzov, 2018)and "Releasing children's rights" (e SOS Children's Villages International, 2015)

> **NI Standards** for Leaving Care

> **Scottish Executive resources "Pathways plan"** (Scottish Executive, 2004)[17] and **Pathways Handbook** (Scottish Executive, 2004)[18]

The learning objectives of the SOS's guide are their Practice Guidance seeks to promote improvements in practice that should have a positive impact for young people during and after the leaving care process. It is grounded first and foremost in the realities of the national and local contexts in which leaving care is currently carried out.

The Practice Guidance is structured as follows:

Section 1:   Introduction to the Practice Guidance

Section 2:   Definitions

Section 3:   Young people's voices: leaving care experience in Croatia, Italy, Latvia, Lithuania and Spain

Section 4:   Guiding principles

Section 5:   Supporting young people leaving care: who should be involved

Section 6:   Leaving care as a continuous process

Section 7:   Introduction to a Pathways Approach

Section 8:   Pathways Plans and the planning process

Section 9:   Developing a Pathway Plan: tasks for key workers

Section 10:   Developing a Pathway Plan: the importance of full and meaningful participation of care leavers in determining their own futures

Section 11:   The content of a Pathway Plan

Section 12:   After-care and independence

Section 13:   Advocating for change: taking things forward

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16. https://www.sos-childrensvillages.org/getmedia/cf0b6f54-615b-4f9b-8536-2197d7d03aa9/Prepare-for-Leaving-Care_final-publication_web.pdf
17. http://www.wecanandmustdobetter.org/files/2114/2780/2381/Pathways_plan.pdf
18. https://www.webarchive.org.uk/wayback/archive/20180602082248/http://www.gov.scot/Publications/2004/05/19357/37099

> **SOS Children's villages** have further developed a 40-hours train of trainers course, which unfortunartely is not freely available. With the current manual we are trying to complement the SOS's Practical Guidance with the provision of practical tools with a special focus on pathways.

The manual at stake is further complemented with 3 modules which are especially elaborated for leaving care young people:

> **Autonomy module** is designed to serve as a supporting tool for designing of individual sessions for children. It provides a general theory, the main themes to be included while preparing a child for life out of care and a structure of a session and an example of a session. As the project "OUTogether" provides also another tool – a guide for independent life in group format, this module is dedicated on other forms of work with young people.

> **Education for Citizenship module** contains a thorough plan on developing civic competences. There is and additional part dedicated on campaigning.

> **Proactivity module** is aimed at enhancing proactive behavior in young people who are about to leave care, "to wheel their own life" instead of "being a victim of the circumstances."

Structure of the training

Day 1	
duration	
90 minutes	Introduction, welcome and NI standards
15 minutes	break
90 minutes	SOS Practice guidance and Pathways part 1
15 minutes	break
90 minutes	SOS Practice guidance and Pathways part 2. Reflection of the day

Day 2	
duration	
90 minutes	Welcome again. Short conversation on the previous training day. What is autonomy – a presentation
15 minutes	break
90 minutes	Brainstorming – what are the skills for the autonomy Presentation of the proposed structure
15 minutes	break
90 minutes	Development of a session; reflection

Day 3	
Duration	
90 minutes	Welcome again. Short conversation on the previous training day. Group work
15 minutes	break
90 minutes	Practicing
15 minutes	break
90 minutes	Practicing

Day 4	
Duration	
90 minutes	Welcome again. Short conversation on the previous training day. Proactivity and Education for citizenship. Conceptual framework on four citizenship education competence areas
15 minutes	break
90 minutes	Proactivity
15 minutes	break
90 minutes	Evaluation of the training

Detailed description of the sessions

Day 1

Day 1	
duration	
90 minutes	Introduction, welcome and NI standards
15 minutes	break
90 minutes	SOS manual and Pathways
15 minutes	break
90 minutes	SOS manual and Pathways part 2. Reflection of the day

Session 1: Introduction, welcome and NI standards

Welcome

At that moment it is very important to clarify the purpose of the meeting and to present some information for the context – the country situation for example. Then the trainer presents him/herself and the purpose of the training. Here the trainer also explains some technical moments of the training – its structure, rules for speaking, use of mobiles, breaks, where are the sanitation rooms, and so on.

Materials needed: presentation, screen and projector, flipchart with papers, markers

Duration: 20 minutes

Introduction

The participants, once minimally reassured by a first welcome session, will be asked at the beginning of the course to allow a meditation/remembrance moment (a very specific one) to recall a significant event during their life from their own childhood. They have to be reassured by the trainer that they will share this moment with the other participants only if they want to do so. For the moment, every participant has just to write a keyword on a post-it note that could be sticked on the flipchart. At the end of the five minutes the trainer gently invites everybody to stay in silence, and all the participants' keywords will be sticked on the flipchart, the trainer will pick one by one the words and ask each person to introduce himself/herself starting from the word, eventually the very precise event that generated it, and just after this to say his/her name, profession and whatever the participant wants the other to know (I have a dog, live in the countryside, like spaghetti etc.…). The presentations have not to be rushed and will end after each participant shared his/her keyword, shared a little narration of the recalled moment that generated that keyword (if they want) and presented his/her name, profession etc. The trainer also should write and stick his/her keyword and will be the first to talk in order to set a reference model for the others.

This first introduction session is very important for different reasons that might be eventually explained partially by the trainer in the beginning or just after the round (in a very light way) and during the rest of the course.

> Although we all have been children we have some difficulties in recalling our childhood and the importance that certain issues have in our own life. This lack of memory could determine our capacity to relate with children or adolescents and to understand their point of view.

> If we want to consider the centrality of the child and his/her story, we also have to consider that our story is a determining dimension of our relation with the child. We can undertake the role/function of a guardian, a child protection officer or other, but our own story always will be there.

> During the course we want to relate among us firstly as persons and not only as professionals. The fact of presenting a little piece of our story before stating our function or role will help to "break the ice" but also to create a common "texture" given the fact that most of the time the little narration of participants recall memories of the others on similar events/elements

> We encourage participants to apply their memory in the context of a training course. Memory is a dynamic dimension and our own story is recalled in different ways according to the environment where we are, the people that are listeningand also the phase of our life that we are experiencing. In this perspective the story of each person is always different and changes in every moment in relation with a variety of elements inside and outside. This also could represent the reason why we do not want to label or categorize children just in relation with the problem they are experiencing.

> The fact of starting with a biographic exercise could help the participants to understand that the professional role they are undertaking has a lot to do with the holistic capacity of the person and not just with professional or specialized competences, knowledge and skills. At the same time being a professional working directly with children will imply a holistic relation with the child in different dimensions.

> In general this round of biographic presentations if conducted with lightness and kindness is conducive to an informal and not threatening atmosphere that helps the group/circle to start the process with higher spirit and thrust.

Materials needed: sticky notes, markers, flipboard

Duration: 30 minutes

NI Standards

The trainer should read the NI standards on leaving care before the training. The idea here is the whole group to think about the most important components which form an integral system for children leaving care. The purpose of this exercise is NOT to adapt a foreign system; rather the NI standards are a good base for a discussion. Therefore, first the trainer will ask all participants to brainstorm on: what are the most important players in the country in the field of leaving care. The next brainstorming question is how they cooperate. The trainer writes on a flipchart paper all proposals.

Then, the whole group discusses what are the needs of children who are about to leave care and how they could be met by the above mention players in a consistant way. The trainer again writes on a flipchart some key ideas.words and when the discussion is completely exhausted he/she presents shortly the NI standards and explains them. There is no rush here, even if the time is passing away. The most important component is all trainees to share their views.

Materials needed: Flipchart with paper, markers

Duration: 40 min

> **→ Additional resource**
>
> **SOS manal Releasing Childrens Rights"**
>
> The two-day course described on these pages is intended to familiarize groups of specialists in the child care system with international standards and principles related to children's rights - and above all to relate this to everyday life and the challenges arising in the sphere of alternative care. The goal is for participants to integrate the child's rights into their practice when they return to their workplace!
>
> *The course aims to provide participants with information, motivation and strategies that they can use to incorporate the rights of the child into their everyday work. The aim is to contribute to a higher quality of care and a culture of respect for the rights of the child.*

Session 2: Practice guidance by SOS Children's villages International

Introduction to preparation for leaving care, Practice guidance by SOS Children's villages International

The trainer shall read the manual prior to the training. The trainer shall provide the link to the on-line content of the manual. He/she shall also project the manual in order to visualize the content. The trainer shall acknowledge the authors and also shall explain that the manual is binded with a special 40-hours training, provided by SOS children's villages.

Nevertheless, we will present the Guidanceas an useful resource.

Continuum of leaving care process
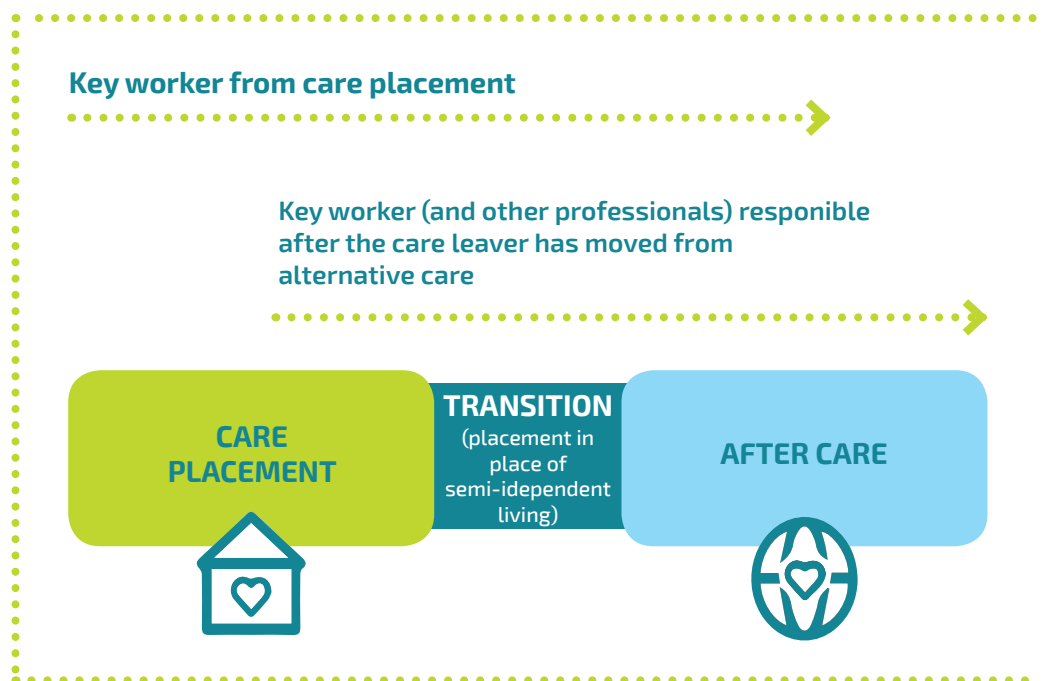
First the trainer projects the cover of the Guidance and explains the key terms. He/she also distributes a copy of the key terms (pages 24-25). The trainer afterwards explains the 4 key principles underpinning the Guidance:

Principle I: Building sustained relationships of care and respect

Principle II: Aiming for high levels of participation

Principle III: Promoting and protecting all human rights of children and young people

Principle IV: The need for an inter-sectoral approach

Next slide is dedicated on the continuum of the leaving care process.

A short stop from a presentation is given in order trainees to discuss the national legislation. Key questions to be asked:

›   When does the preparation for leaving care start in accordance with the legislation?

›   Who is responsible for the care plan?

›   Who is responsible for the preparation for leaving care?

›   Who should be involved in supporting the young person?

›   How do the systems before 18 and 18 + communicate?

›   Who follows the case?

›   How the responsibility is deitrubuted among agencies and the service provider?

›   How the situation could be improved?

The trainer writes down on the flipchart the main words.

Discussion duration: 20 minutes.

Next slide is dedicated on the needs of the careleavers.

The trainer provokes a group discussion asking following questions:

> At what age did you 'leave home'?

> What was it like and how did you feel?

> What helped?

> What hindered?

> Did you have a choice?

> Do you think you were ready?

The trainer writes down on a flipchart some key words. The exercise intends to identify the needs of young careleavers and how we could support them. All kind of needs are ecompassed here: physical, emotional, pshycological, support, the importance of stability and smooth transition.

Duration: 20 minutes

What is a Pathway Plan?

Steps

The trainer explains that the preparation for leaving care is not an easy process; it takes time and requires active participation of the young person at stake. The trainer explains the steps of the process for pathway planning referring to the main principles mentioned in the previous session. An important differentiator between our OUTogerther approach and the SOS's approach is the figure of the key worker –the one who supports the young person. While SOS's approach requires building trust – which means a formal appointment of a key worker, we propose to use an already established relations with a professional to whom the young person already has build a trusted bond. The process afterwards is as follows and the trainer should explain it to the trainees:
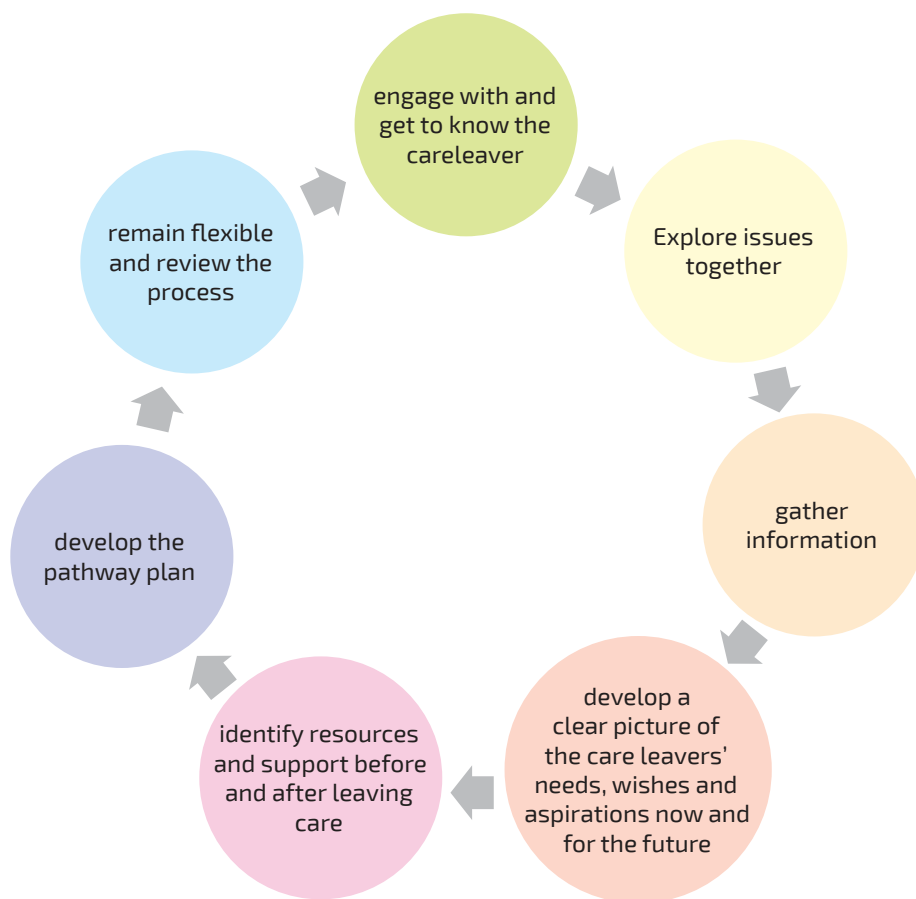
Duration: 90 minutes

Materials needed: Projector and presentation (attached); handouts with key terms; flip-chart and markers

Session 3: Pathways

Explore the manual

The trainer presents the "Pathways" Tools – their structure, how they can be used, how and who completes them and how to keep them. He/she explains that the Tool requires active participation of the youg person per se in the identification of the needs, the discussion of the future actions and at the beginning this process could be quite difficult for the young people. Going through the tools, however, we aim to build in these young people also better self-knowledge and skills for goal setting and planning. The internal motivation for the implementation of the plan is also a positive benefit from this approach.

The trainer then divides the group into pairs and asks in each group one person to play a supportive adult and the other - the leaving care youth. After a while the roles are exchanged. The trainer distributes a set with the toolkit "OUTogether" to each group and asks them to first fill in one topic, and after exchanging roles - another topic.

In this way, all learners will be able to view the tools and work with them. Each group has 60 minutes for the whole exercise. Thus, they enter the role of both a youth and a supportive adult.

After all the groups are over, the trainer invites everyone to shout their own name. Thus, the trainer "takes" the trainees out of the role and brings them back to reality.

Reflection

The group sits in a circle and the trainer asks everyone what they feel useful for their work and what should be improved. Everyone should share an opinion that's why the trainer uses different techniques for line up the word. The trainer should keep strict record on the answers by writing on a flipchart. At the end the trainer will take a photo of the flipchat and provide it to SAPI's team.

Duration: 90 minutes

Materials needed: Materials needs: projector with presentation, handouts: Pathways

Day 2

Day 2	
duration	
90 minutes	Welcome again. Short discussion re the previous training day. What is autonomy?
15 minutes	Break
90 minutes	What are the skills for autonomy? Presentation of the proposed structure
15 minutes	Break
90 minutes	Developing a session; reflection

Session 1: Welcome again. Short discussion on the previous training day. What is Autonomy? Presentation

Welcome again.

The Trainer welcomes all participants again and invites all of them to sit in a circle. The Trainer announces if someone is missing or a new participant is included and, if the latter is the case, presents them to the group. The Trainer reminds of all group rules and practicalities again and makes sure that the attendance lists are completed. He/she presents the thopic and the structure of the day.

Materials needed: attendance lists and pens

Duration: 15 minutes

Short discussion re the previous training day

The Trainer reminds participants of the main objectives of the training course, as well as its structure. A discussion is opened to cover the following questions: *What happened during our last meeting? Has it helped you learn more about how to support adolescents in their transition to independence prior to and following leaving care?*

The Trainer invites each participant to share a new idea or an idea prompted by the activities in the previous meeting which they want to develop further. He/she writes down

these ideas on the flipchart. A discussion follows on the ideas proposed by participants and their putting into practice.

If possible, the Trainer links with the forthcoming session topic – support for developing autonomy.

Materials needed: flipchart, marker pens.

Duration: 15 minutes

What is Autonomy?

Part One

A little man is drawn on a flipchart sheet, this little man bearing the sign AUTONOMY in the middle. As part of a brainstorming session, each participant in turn associates the word 'autonomy' with an object, action or situation (in just one/two words), which is to be written down by the Trainer in the space around the little man. If necessary, he/she asks prompting questions such as: *What does a three-year-old child do independently? What is essential about a first-grader? Which is one of the key features of adolescence?* A sum-up comes next, as with a general discussion, and the group members come up with the main theses about what autonomy is.

The Trainer presents several main definitions of 'autonomy' and the group has a discussion around them. The main definitions are presented in Part B, module Autonomy session III.

Materials needed: flipchart, marker pens.

Duration: 15 minutes

Part Two

The group is split into 3 small groups, each of which gets a case study to work on. They are given 15 minutes to work within their small groups to consider the case study and discuss on the questions they are presented with. Each of the case studies refers to one of the three arbitrarily demarcated types of autonomy.

Case Study 1

Mila, 16 years old, and Petar, 17 years old, have been accommodated in a Family-Type Placement Centre for several years now. Perhaps due to the fact that they have moved here at the same point in time, they have got very close, have supported each other and have shared all situations until their friendship grows into love. Petar leaves the Centre and moves to another town and Mila finds it very difficult to go on on her own, without her closest friend and partner. She does not hide her feelings, the remaining youths in the Centre accept them with understanding; however, when a member of staff from the Centre goes to talk to her, they face resistance and aggression on Mila's part. Even though she suffers with being separated from Petar, Mila would not talk about it to the staff in the Centre and becomes very rude. She has made friends with another girl – Krassi in whom she finds a new friend and support. What is more, Mila manages to show Krassi that their life has its meaning despite the absence of close relatives and friends and to make Krassi more responsible for her own behaviour. The two of them often talk about the future and make plans together about how to go on.

Why do you think Mila acts so rudely with the staff when they attempt to talk about Petar, while she finds it easy enough to discuss it with the remaining young people from the Centre? Do you consider Mila's attitude and behaviour normal – in relation to Petar, the staff in the Centre, the remaining young people? If yes, why?

Case Study 2

Lili is 16 years old, lives with her parents with whom she enjoys a warm and trusting relationship. She goes to a good school, has excellent school performance, and her parents are always around and support her in all her wishes and aspirations. One day they find out that Lili has some serious problems in math classes; she plays truant from maths and is under real danger of getting the poorest mark in maths at the end of the school term. She has no problems with the other subjects in school. Naturally, her parents are very surprised by what is happening. They talk to Lili, trying to get to the reason behind all this; they offer help in the form of talking themselves to the teacher, get her private lessons, change school, etc. Lili refuses to explain the reason; neither does she want to use the help they offer. Despite their surprise and anger, they trust their girl. In one of the many conversations they have, Lili gets up and tells them rudely: Stop messing with me. Enough of this! I will deal with it myself. I don't want your help!

Questions to reflect on:

Do you approve of the way Lili behaves towards her parents in their latest conversation? What is right and what is wrong? What do you think of her relationship with her parents? Do you think her capable of solving herself her problem with maths?

Case Study3

Children and young people aged 13 to 19 are placed in a Family-Type Placement Centre. Over the last couple of months some of them have been regularly breaking the rules related to cleaning their rooms and the kitchen. Members of staff in the Centre decide to introduce stricter rules in order to ensure everyone participates in taking care of their communal home. At a meeting with the young people, they announce the changed rules. Two boys, aged 16 and 18, voice opposition against the decision and propose that they discuss the situation all together and come up with a joint decision. They propose ideas, provide reasons and it all comes out very sensible. Some of the other children support them and back up their proposals. The staff members realise that if they agree with the young people's proposal, this might possibly bring about other changes in the daily routines, which will make life more difficult for staff. Children and staff come up with a compromise solution with which they are all happy. Despite this, the new organisation entails risks and puts staff in a position to have to answer before controlling authorities.

Questions to reflect on:

Do you think agreeing with the young people's opinion is admissible and sensible? Do you think that in such a situation the staff working in the Centre should respect the feelings and thoughts of the young people and encourage this line of behaviour?

Each group presents their input from the work on the case study and, with the help of the Trainer, draws out conclusions about the main types of autonomy - emotional, behavioural and cognitive.

Materials needed: flipchart, marker pens

Duration: 30 minutes

<div align="center">

Part Three

</div>

Next follows a discussion on strategies for staff in residential services to support the development of each of these types of autonomy. The Trainer refers to the importance of attachment in developing autonomy, using the content developed under Part B ModuleAutonomy, session III.

The group proposals are written down on the flipchart and are summed-up at the end of the session.

Materials needed: flipchart, marker pens

Duration: 15 minutes

Session 2: What are the skills for autonomy? Presentation of the proposed structure

The Trainer presents the topic of the session, the latter's objective being to develop basic skills required for autonomy in young people transitioning to the adult world.

<div align="center">

Part One

</div>

Agree-Disagree Exercise. At the two ends of the free space in the room, two signs are put: AGREE; DISAGREE. A line can be 'drawn' by means of Scotch tape on the floor, the two signs being placed at the two ends of the line. The Trainer invites participants to stand in this space, on the line. He reads one by one the following statements and examples:

1. *Young people placed in alternative care cannot decide on their own on main issues related to the routines during their weekends and holidays.*

2. *The child can go on their own to a food store and buy staple products off a list to be used for dinner for all children.*

3. *The foster mother has not discussed with her foster child, a 13-year-old girl, the venue for their planned holidays and announces it after she has made the booking.*

4. *Ivan, who lives in a small group home and is 15 years old, needs a new winter jacket, he goes to the store and chooses one.*

5. *Boris is 17 years old and works during the summer holidays. He uses the money he earned to enrol, without informing the staff in the small group home, in a course to get a driving license.*

6. *The staff in a small group home are strongly against the young people's idea to draw graffiti on the non-cleaned, poorly maintained notice boards and walls in the residential area of the Centre.*

7. *A 17-year-old girl has been saving her pocket money; she goes to a hairdresser's where she gets her hair painted and a new hairstyle. Her looks are quite daring; despite this, her foster parents approve of her new looks.*

8. *A boy placed in a small group home should be allowed to voice his opinion and propose solutions on any issue concerning his stay there.*

9. *A child in alternative care who has completed Grade 7 is not asked if they want to apply in a different vocational high school because traditionally children from the small group home study in a vocational school located near the home.*

10. *An 18-year-old girl telephones the small group home around 9 p.m. and informs the specialist on duty that she is part of a friend's birthday party and has decided to stay on for at least another 2 hours and this is her own responsibility.*

Having heard each statement as read by the Trainer, the group members should take the respective position along the AGREE – DISAGREE line, according to their attitudes and understanding in relation to the statement. The Trainer might ask participants with different positions to present their arguments on a particular statement.

Materials needed: paper tape

Duration: 15 minutes

Part Two

Participants are split into three small groups. If possible, grouping should happen on the basis of type of alternative care where they are employed. For example, one group of employees in family-type placement centres, another group of foster parents, etc.

Each group should get the following task:

In your daily work with the children and young people in the Centre/ foster family you face a number of difficulties. This is so because these children are more vulnerable due to the different type of care they received, which is non-family-based. In addition, very often you witness the usual deficits in the overall development and social skills, including low capacity for independent decision-making and for realising the consequences from their decisions, insufficient skills to plan and develop things in perspective, inadequate self-control skills as regards their emotions and behaviour. Each group should split a flipchart sheet of paper in three sections: the first section should contain some of the usual deficits in children and young people the group registers; the second section – in what skills do these deficits transform (for example, lack of ability to plan and manage their own budget to be transformed in budget management; confused identity to be transformed in finding one's own identity); in the third section - how, in what form and with what means professionals can support the transformation of these difficulties into skills.

The time set for work is 30 minutes. Having completed the task, each group presents their input and the rest add on.

By means of the group work and the subsequent discussion, the basic skills for autonomy in young people are arrived at, together with the ways to develop them in an alternative-care setting.

Materials needed: flipchart, marker pens.

Duration: 60 minutes

Part Three

The Trainer presents the structure of the Autonomy Training Module, Part B using the flip-chart or the Power Point presentation. They emphasise on individual counselling sessions (they can use the provided example of an individual session).

Materials needed: flipchart, marker pens, Power Point presentation

Duration: 15 minutes

Session 3: Developing a session; reflection

Developing a session

The Trainer announces that work during the next, last session for the day is going to be in three small groups and each group will try to develop a training session for group work with children and young people in alternative care.

The composition of the groups can be the same as the small groups from the previous session. Each group should pick one skill for autonomy, from the list drawn in Session 2, and develop a model of a group session with children and young people on understanding and practicing the selected skill.

The Trainer provides the basic guidelines and structure for developing a session (can be written on the flipchart):

> Defining the topic

> Setting the objectives and delineating the content

> Developing a draft session – opening and closure, group contract, expectations, pre-sentation of content and skills practice, core part, closure, feedback.

> Choice of exercise. Types of exercises – for reducing the tension and building trust, en-ergisers, exercises for concentration, understanding, thinking through and practicing particular skills.

> Administration of and preliminary work with the group.

The Trainer sets the time for work at 40 minutes.

Each group presents the key components of their session before the remaining partici-pants, who take notes looking for 'little tips'. Presentation time for the group – 10 minutes each.

Next is a sum-up of the challenges and opportunities in implementing the developed group sessions. Some participants can present the 'little tips' they wrote down when they took notes during the presentations and others can add on.

Materials needed: flipchart, marker pens, Power Point presentation.

Duration: 75 minutes

Reflection

The Trainees sit in a circle. Each of them shares on the following: "At least 1 thing I will take away with me from today's training". After everyone has taken their turn to share on the above, the next thing to share on is: "At least 1 thing I will try out in my own work from the things I learnt today"

The Trainer thanks everyone for their participation. The session is closed.

Duration: 15 minutes

Day 3

Day 3	
Duration	
90 minutes	Welcome again. Short conversation on the previous training day. Group work
15 minutes	break
90 minutes	Practicing facilitation
15 minutes	break
90 minutes	Practicing and reflection

Session 1: Welcome again. Short conversation on the previous training day. Group work

Welcome again

The trainer welcomes all participants again and invites all of them to sit in a circle. The trainer shall notify if someone is missing or a new participant is here and present him/her if so. He/she recall all group rules and practicalities again and assures that the attendance lists are completed. He/she presents the theme and the structure of the day.

Materials needed: attendance lists and pens

Duration: 15 minutes

Short conversation on the previous training day

Ideally all professionals participate in all training days but in fact it is rare. He/she opens the discussion with the question: What did we do during our last meeting? The trainer tries to collect as much detailed information as possible. Thus, the trainer gets an idea what impressed the group and later he/she could write it in the diary. Also, the group recalls the last session and prepares for the new one.

Materials needed: n/a

Duration: 15 minutes

Group work

The aim of this session is to equip the future trainers with basic idea of what facilitation is, what to expect from the different trainees and how to rely on their strengths.

So at the beginning, the Trainer explains what facilitation means and how a facilitator acts. Then briefly, he/she introduces the different types of interactive methods and the structure of a training session.

A special attention here should be paid on the roles in the group as it influences a lot the group dynamics and helps the trainer to organize the session.

The Facilitator will "demonstrate" the brainstorming by asking the group to reflect on different roles in a group. He/she writes down all proposals which come from the group. At the end he/she will demonstrate "debriefing".

Materials needed: flipchart/markers; potentially – projector and a PC for a presentation

Duration: 60 minutes

Session 2: Practicing

The session aims all professionals to exercise in facilitation. Therefore the Trainer explains that now they will be divided in small groups (and will demonstrate how to facilitate a small group activity).

He devides the group in 3 groups and asks every group to choose a session from the OU-Together professional's guide and to prepare a 30 minutes session on it. Thus, every group will lead a session and at the same time the role play will be demonstrated.

The trainer gives app 35-40 minutes for everyone to choose a session and then supports everyone in its preparation.

Afterwards every group, one by one, facilitates a 35-40 minutes session. The session will continue after the break.

At the end the group will reflect (demonstrate reflection) on what went well, what could be improved, how they felt in the role of a trainer/a child. Some of the issues to be discussed:

1. Explain the procedure

2. Form groups

3. Describe task

4. Specify a time limit

5. Ask for scribes

6. Recommend a process

7. Monitor progress

8. Act as a timekeeper & answer questions

9. Have groups report to entire group

10. Process the information

Materials needed: depend on the situation; OUTogether Guide for Professionals https://sapibg.org/en/project/isdp-zapochna-rabota-po-proekt-zaedno-sled-alternativ-na-grizha

Duration: 90 minutes

Session 3: Practicing (continues)

The Trainer continues with the next group. After the completion of every group, there should be app 15 minutes discussion.

Materials needed: depend on the situation; OUTogether Guide for Professionals https://sapibg.org/en/project/isdp-zapochna-rabota-po-proekt-zaedno-sled-alternativ-na-grizha

Duration: 90 minutes

Day 4

Day 4	
duration	
90 minutes	Welcome again. Short conversation on the previous training day. Proactivity and Education for citizenship. Conceptual framework on four citizenship education competence areas
15 minutes	break
90 minutes	Proactivity
15 minutes	break
90 minutes	Evaluation of the whole training

Session 1: Welcome again. Short conversation on the previous training day. Education for Citizenship

Welcome again

The trainer welcomes all participants again and invites all of them to sit in a circle. The trainer shall notify if someone is missing or a new participant is here and present him/her if so. He/she recalls all group rules and practicalities again and assures that the attendance lists are completed. He/she presents the theme and the structure of the day.

Materials needed: attendance lists and pens

Duration: 15 minutes

Short conversation on the previous training day

The trainer uses DIXit card to racall the previous training sessions. Everyone choose 3 dixit cards each representing:

> What impressed you most

> What you think is irrelevant

> What I wished to be changed?

The rationale is to collect additional feedback after some days away from the training and trainees to think once again for the previous module. The trainer takes notes of the conversation on a flipchart and later wrutes them down in his/her diary.

Materials needed: DixIt cards, flipchart and marters

Duration: 15 minutes

Presentation of the 2 days schedule of education for citizenship module

The trainer gets aquantant all the participants with the logic of the training module by presenting the basic and optional days of education for citizenship. Then he/she asks the trainees whether they know all materials proposed like Dixit cards and propose other tools instead, for example post cards. He/she also explains that the module contains a lot of articles which need to be adapted to national reality and to be up-to-date. Also, as the election systems and structure of the state vary from state to state these materials also need to be adapted. The whole group goes through the material and decides what could be adapted and how. The trainer takes notes in his/her diary.

The trainer could also split the group in two and each group works either on basic or optional part of the module but it is better the whole group to get aquaintant with the whole contents.

Materials needed: handouts of the sessions, Part B, module education for citizenship

Duration: 40 minutes

Conceptual framework on four citizenship education competence areas

The trainer will present here a training day on education for citizenship in 35 minutes. The aim is professionals to feel confident that they can work with children in alternative care on the topic as trainers and to practice their skills in elaborating a training schedule. The module "Education for citizenship" is designed following these 4 competence areas.

The trainer will explain the four citizenship education competence areas as defined in Europe[19].

The conceptual framework is centred on four citizenship education competence areas (i.e. areas of knowledge, skills and attitudes).

> Area 1: Interacting effectively and constructively with others, including personal development (self-confidence, personal responsibility and empathy); communicating and listening; and cooperating with others.

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19. Based on the EU's reference framework on social and civic competences (European Parliament and Council, 2006), the Council of Europe's competences for democratic culture (Council of Europe, 2016), a citizenship competences literature review (Ten Dam et al., 2010) and the empirical testing of some of these competence areas by Ten Dam et al. (2011). These areas are used by Eurydice in their annual reports fir example: Eurydice Brief Citizenship Education at School in Europe 2017, p. 8

> Area 2: Thinking critically, including reasoning and analysis, media literacy, knowledge and discovery, and use of sources.

> Area 3: Acting in a socially responsible manner, including respect for the principle of justice and human rights; respect for other human beings, for other cultures and other religions; developing a sense of belonging; and understanding issues relating to the environment and sustainability.

> Area 4: Acting democratically, including respect for democratic principles; knowledge and understanding of political processes, institutions and organisations; and knowledge and understanding of fundamental social and political concepts.

The trainer then splits the group in 4 and assigns every group with a competence area. Then he/she asks each group to prepare a training schedule on every competence area. The trainer provides the group with the following handout to be completed:

Time and title of the training session	Aim of the session	Description of the training session	Resources needed
Example: Acting in a socially responsible manner, including respect for the principle of justice and human rights; 90 minutes	To equip participants with basic skills for socially responsible behaviour, respectful of others.	Who leads the session How the session will be implemented? What training method will be used? What the trainee is going to say? What information he/she is going to give? What instructions he/she is going to provide?	What materials will be necessary – handouts, pens, post it notes, markers. Flipcharts, beamer, est…

Materials needed: handout, pens

Duration: 35 minutes

Session 2: Proactivity

Proactivity

Now the participants will get aquaintant with proactivity – what does it mean and how to promote it in young people leaving care, why it is important.

The trainer has prepared a flipchart parer devided on two columns. He/she asks the group to say what means to be active and proactive
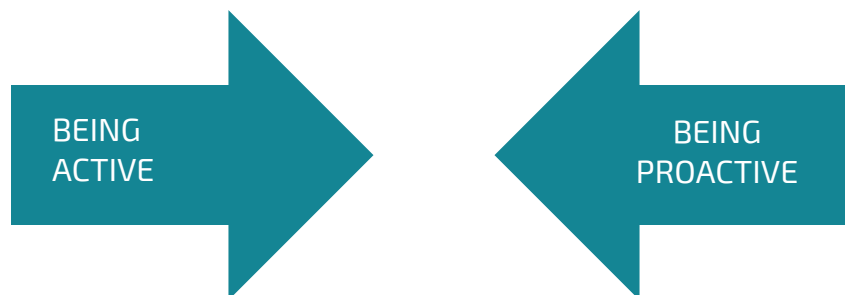
The the trainer writes down all proposals of the group. After the discussion is exhausted the trainer presents the official definition, applied in this training programme: "the readiness and ability to act in advance and undertake preliminary action so that things take a positive turn and work towards communal and individual wellbeing. The point is to act in anticipation of the problem instead of waiting for it to happen and then look for ways to cope with it and overcome its consequences.

Then the trainer explains the 5 levels of proactivity as defined from Todd Cherches CEO & Co-Founder; Management & LeadershipDevelopment Consultant, 5 Levels of Proactivity Published on 17 th of November, 2016.

5 нива на проактивност
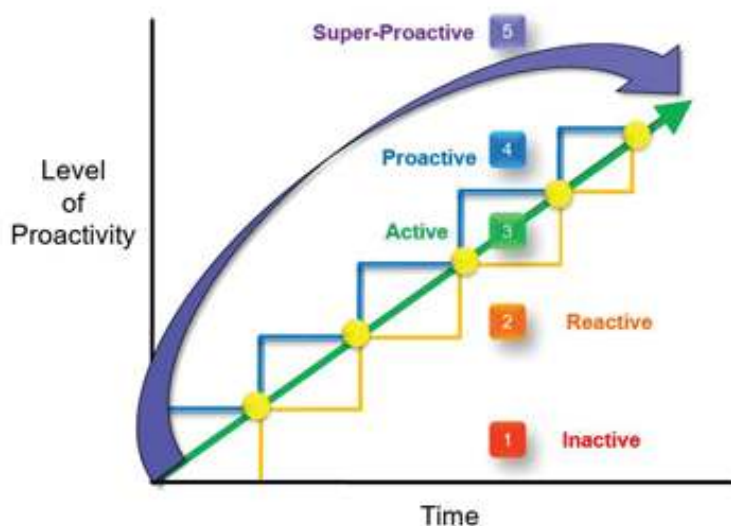
Level 1: INACTIVE. At this level, something is needed from you…and you do nothing. Absolutely nada. Zero. Zilch. For whatever reason, you decide to take no action at all. Maybe the problem or request will just go away by itself. But probably not.

Level 2: REACTIVE. At this level, something is needed, and you respond. This is actually a good thing! So congratulations – you've put out the fire. The only problem is if you are constantly in reactive, fire-fighting mode, you are always at least a step behind. After a while, as the speed of needs and expectations increases, you may fall so far behind that you are unable to catch up. And then people are constantly waiting for you, getting frustrated and impatient…until they decide to look elsewhere for what they need.

Level 3: ACTIVE. When you are at this level, you are keeping up with demand, giving people what they want and need, in real-time, when they need it, and meeting expectations. Things are going well, and you are keeping up with the pace. The only problem is that when you are just keeping pace, you are not getting ahead. At this level, there is no time or space for growth. You're getting things done, but you're either treading water or standing still. And in an ever-changing world, if you're standing still, you're falling behind.

Level 4: PROACTIVE. Now we're getting somewhere! At this level you are not only keeping up with the pace, but setting the pace and staying a step ahead. You are not just putting out fires, you're preventing them. You are not just meeting expectations, you're exceeding them. Anticipating others' needs and expectations, you are thinking on your feet, doing your homework, looking down the road, putting yourself in the shoes of your customers, fostering an environment of growth and development for yourself and others, and taking control of your destiny. Remember that the root word of "pro-act-ivity" is "act" – and you are ready, willing, and able (and excited) to ACT!

Level 5: SUPER-PROACTIVE. Now you are not just setting the pace…you are leading! With a vision of the future, you are thinking not just one step ahead, but many steps ahead. This is where innovation happens, this is where paradigms shift, this is how you drive change and blow people away. This is where you develop your reputation as a guru of, or the go-to person for, things. The leaders of the future are those who are able to meet the demands of today while consistently anticipating and exceeding the needs of tomorrow. You anticipate what people want and need before they even realize it. You are a visionary. And as management guru Peter Drucker famously said, "The best way to predict the future is to create it."

That's the model in a nutshell. Now let's bring it to life with a simple, practical, real-life example: Let's say it's January 1st and you decide you want to get in shape for the summer.

If you're **INACTIVE**, you don't do anything about it. You procrastinate, you say, "It's only January. I can wait a few months to get started." But didn't you just "decide" you were going to take action? That reminds me of the old riddle: There are five frogs sitting on a log, and one decides to jump in the water. How many frogs are now sitting on the log? The answer: Still five. One "decided" to jump in, but he didn't actually DO it. It's not the "deciding," but the "doing" that counts.

If you're **REACTIVE**, you'll work out if someone else drags you along to the gym, or you'll eat better if someone else shops for healthier food and places it in front of you. But you are not in control, and you are not taking responsibility, driving the changes, or owning the behavior necessary to achieve your desired outcome.

If you're **ACTIVE**, you'll get off the couch and work out if the mood hits you, and you'll have an occasional low-calorie fruit juice or water rather than a soda. And you'll replace that Big Mac with a salad. Your intentions are good, you're taking baby steps, and you're trying, but it's sporadic and undisciplined, and you don't really have a plan.

When you're **PROACTIVE**, you make a plan – a structured, formalized, written plan, and you stick to it. You put a process in place and set a quantifiable goal of working out x days a week – no excuses. Your diet plan includes the sacrifices you're willing to make…and you keep those commitments without fail. You follow through and you follow up. You make real behavior changes and track the results, with no excuses and no exceptions.

And what would being **SUPER-PROACTIVE** look like? It's about having a longer-term time horizon and thinking many steps ahead. It's about imagining the possibilities and anticipating potential obstacles that may arise down the road. Perhaps thinking and planning beyond the summer, into the fall, winter, spring, and maybe even into following year. Always thinking and acting with the big picture and a long-term vision of the future in mind.

Three examples of proactive behavior include:

> A nurse who, whilst waiting for the doctor to arrive to see a patient, anticipates and prepares the equipment and information that the doctor might need, enabling the doctor to do her job much more effectively and rapidly

> A production operator who has, on his own initiative, come up with a way of cleaning his machines that reduces water wastage.

> A new management consultant who initiated meetings with her colleagues to seek feedback regarding how to improve her future performance. Without waiting to be asked or instructed, the individuals in the above scenarios have used their initiative to change the present situation in light of anticipated future demands and needs.

Materials needed: projector and screen, flipchart and markers

Duration: 30 minutes

Proactivity module

The rest of this first session is dedicated on the module "Proactivity" page X. Please, conduct activity 1.4 and 1.5 from the module.

Materials needed: projector and screen, test handout

Duration: 30 minutes

At that moment all participants already have knowledge what proactive behavior is and now it is time to practice skills for developing it in young people. The sessions are developed in the manual so now the trainer devides the trainees in 3 groups, appr 5 people in a group and gives each group an excercize from the manual.

> Trainer has to choose preliminary 3 excersices. Note, each exercise should take app 20 minutes.

- He/she splits the group in 3 and provides each group with an example exercise.
- The trainer explains that every group has 20 minutes to prepare the exercise for presentation and the rest of the group will play the role of young people leaving care.
- Every group presents its exercise
- After all groups complete their tasks, the trainer initiates a group discussion on how the trainees felt in the role of trainers and young people..

Materials needed: projector and screen, exercise handout

Duration: 60 minutes

Session 3: evaluation of the training

Three Minute Speeches (from David Sawyer)

Sometime between an hour and thirty minutes before Three Minute Speeches folks are told about the exercise and asked to ponder upon a specific question. The trainer introduce the question "What is the deep core reason you have decided to participate in this training? Did it meet your expectations?" Tell folks they can tell a story from some part of their lives, about a particular person whose influence figures greatly, or any other reasons that they are involved in the service field. You may want to craft to other appropriate questions. People should be encouraged to extend themselves and to let others know some of the deeper reasons for their dedication to helping others. The setting that works best is somewhat solemn and formal with a table for people to stand behind while they speak. Good lighting is essential, a table lamp off to one side works well. (Specific instructions follow.)

- Trainer gives announcement of activity sometime prior to the time to begin.
- Just before the speeches let people know that there will be a timekeeper who will give them a "one-minute warning" by holding one finger in the air. Speaker can select a timekeeper or there can be one or two volunteer time keepers.
- The seating should be in rows and there should be one less chair than speakers. Explain that this means that the current speaker cannot sit down until someone else comes forward to speak.
- Responses can be quite profound. Trainer should provide appropriate closing.

Duration: 50 minutes

Completion of questionnaire (annex 16)

Please, provide a copy of the evaluation questionnaire to every trainee and give them enough time to complete it.

Duration: 20 minutes

Goodbye

The trainer uses DIXit card to racall the previous training sessions. Everyone choose 3 dixit cards each representing:

> What impressed you most

> What you think is irrelevant

> What I wished to be changed?

The rationale is to collect additional feedback after some days away from the training and trainees to think once again for the previous module. The trainer takes notes of the conversation on a flipchart and later wrutes them down in his/her diary.

Duration: 20 minutes

Evaluation

The evaluation of the training consists of:

1. Data gathering – quantative information for the trainees. It shall be anonymous and will serve only for statistical purposes.

> Number of trainings

> Number of participants

> Gender: male, female

> Occupation

> Years of experience in work with children in alternative care

☐ (0-3)   ☐ (3-5)   ☐ (5-10)   ☐ 10+

2. Reflections at the end of each session (a short report provided by the trainer at the end of every training day)

> Short description of the excercize

> Discussions held

> What worked well

> What needs improvement

> Proposals for improvement

> Additional comments

3. A questionnaire at the end of the training – it will measure both satisfaction and the quality of the training (annex 1)

4. An on-line questionnaire

3 months after the end of the training (please collect the e-mails of all participants so that we can send them a link) – the rationale is to see what parts of the training are used by professionals in their daily chores. (annex 2)

Annexes

Annex 1: Evaluation sheet after the pilot training

Choose one answer for each question.

1. Have the training matced your expectations?

☐ Yes, it matched them.
☐ No, but I still enjoyed it.
☐ No, and I didn't enjoy it.

2. Do you feel confident to act as a trainer?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

3. Do you think you will use some of the training's content in your work?

☐ Yes
☐ No

If yes, please say what you find most relevant to you.

4. Do you feel you have learned how to promote automony?

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

5. Do you think confident in your skills to design a training session

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

6. **Do you think you have learned how to trains youths on civil education?**

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

7. **Do you think you have learned how to trains youths on proactivity?**

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Choose as many of the following options as you want:

8. **How would you define the training/workshop?**

- ☐ Exciting
- ☐ Fun
- ☐ Difficult
- ☐ Challenging
- ☐ Boring
- ☐ Rush

9. **How would you rate the approach of the trainers/s?**

- ☐ Engaging
- ☐ Clear
- ☐ Fun
- ☐ Boring
- ☐ Irritating

10. **How would you rate the venue and installations where the training took place?**

- ☐ Excellent
- ☐ Good
- ☐ Not to bad
- ☐ Inappropriate

11. Is there anything you would suggest could be improved in future trainings:

_____

_____

_____

Annex 2: Evaluation questionnaire 3 months after the end of the training

1. What parts of the training you have applied in your daily work:

You can choose several options

- ☐ Automony
- ☐ Individual sessions
- ☐ Group work
- ☐ OUTogether Pathways
- ☐ Education for Citizenship
- ☐ Proactivity

2. Have you identified any gaps in the contents of the training?

_____

_____

_____

3. Do you feel more confident to work with leaving care young people after the training?

_____

_____

_____

4. What are your recommendations for improvement?

_____

_____

_____

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SAPI

SOCIAL ACTIVITIES AND PRACTICES INSTITUTE

PREPARATION FOR LEAVING CARE

MATERIALS FOR TRAINING OF TRAINERS

PART B

AUTHORS:

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Contents

Foreword

This manual is aimed at supporting professionals who work with children in alternative care and prepare them for independant life, as well as the professionals who would like to conduct trainings to other professionals on preparation for leaving care.

The manual is developed within the EU-funded project "OUTogether – promoting children's autonomy on alternative care".

This version of the manual presents the main contents of a training programme on preparation for leaving care and autonomy, including the feedbach received after the piloting. The manual does not focus on concrete procedures and regulations as they depend on the already established in the every state legislation. Therefore, the manual gives a practical tools how to build certain skills and attitudes and to give certain knowledge to youths who are leaving care.

The content of this manual builds on already developed resources like the Northern Ireland Standards for leaving care[1], "A training manual for care professionals working with children in alternative care"[2] by SOS Villages, Umbrella Program presented by Del Valle e Fuertes (2000) e Del Valle e Garcia Quintanal[3] (2006), and complements with the adaptation of the "Pathways" and three more newly developed themes related to promotion of autonomy, education for citizenship and proactivity, elaborated by SAPI Bulgaria.

The manual is devided in two separate parts – A and B. Part A of the manual is general description of the sessions to be implemented with potential trainers by a professional trainer. Part B, on the other hand, consists of practical tools to be used by professionals who work directly with leaving care youths.

Beneficiaries of the manual are the leaving care young people. Intermediaries are the professionals working with them. Therefore the manual contains concrete practical tools for professionals to work with young people.

Part B is the contents, the substantative resourse for direct work with children leaving care while Part A and the sessions in Part A are the structure of training for trainers. The trainer should be well aquainted with the whole manual and also with all additional resources referred to.

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1. https://www.health-ni.gov.uk/publications/standards-leaving-care-services-northern-ireland (Department of Health, Social Services and Public Health. NI, 2012)
2. https://www.sos-childrensvillages.org/getmedia/c350d4d7-e40e-43c3-9bd5-3f8f61fa1002/Realising-Children's-Right-ENG.pdf (e SOS Children's Villages International, 2015)
3. http://grupogifi.com/catalogo/del-valle-j-f-y-garci-1-2a-quintanal-j-l-2006-umbrella-habilidades-para-la-vida-oviedo-asaci-edicion-en-cd (Timonen-Kallio, del Valle, & Quintanal, 2005)

Existing Standards

Some already developed standards for leaving care youths are:

Leaving Care Services in Northern Ireland, September 2012

Available here: https://www.health-ni.gov.uk/sites/default/files/publications/dhssps/leaving-care-services2012.pdf

The standards are set out as follows:

Standard 1: **Corporate Parenting Responsibilities.** Structures and processes are in place to ensure that all relevant agencies within the statutory and independent/community sectors deliver services in the manner of a good corporate parent to meet the holistic needs of young people. Who is the leader.

Standard 2: **Preparation, Planning and Review.** Every young person is prepared for adult life throughout their care experience in a manner that is in keeping with their individual needs and abilities.

Standard 3: **Being Healthy** Every young person is assisted to attain and maintain the highest levels of physical, mental/emotional and sexual health and well being.

Standard 4: **Enjoying, Learning and Achieving.** Every young person is assisted to attain the highest educational level consistent with their ability and to enjoy a range of leisure and recreational activities.

Standard 5: **Living in Safety and with Stability.** Every young person lives in suitable, affordable accommodation and they are enabled to keep themselves safe

Standard 6: **Economic and Environmental Well Being.** Every young person is encouraged and supported to achieve economic wellbeing through employment.

Standard 7: **Contributing Positively to Community and Society.** Every young person is encouraged and supported to make a positive contribution in their roles as care leavers and as citizens living within the wider community.

Standard 8: **Living in a Society which Respects their Rights.** Every young person is assisted to acquire the highest levels of confidence and self esteem to enable them to attain and exercise their rights to services and entitlements as young people and as care leavers.

Another useful resourse is the SOS's Children's Villages "Prepare for Leave Care - Pathways"

The complete text of the manual is available here:

In English: https://www.sos-childrensvillages.org/getmedia/858b08a7-e24d-4fa4-bd00-0b232da0c89c/practice_guidance_web_ENG.pdf

We should bear in mind that this guidance are based on "Pathways" – **instruction and tools for preparation for leaving alternative care, elaborated by Scottish Executive.**

Adaptation of "Pathways"

To complement the SOS guidelines, here are the practical Pathways materials to use with young people about to leave alternative care. A specific methodology for the application of these materials has been developed for each OUTogether partner country, it can be adapted to the realities in various other countries.

The Pathways is the cover term for two publications developed by Scottish Executive: Handbook[4] and Pathways[5]. These publications belong to Crown Copyright. Any information featured on the Scottish Executive[6] web page (not including logos) marked as Crown Copyright can be used free of charge in any format or medium, under the terms of the Open Government Licence v.3.0[7].

Instruction

It provides details who, when and how should support the young person while planning his/her future.

The planning process lays on our understanding that the young people should be empowered to think over and decide upon their own future and also to receive the needed support. **Participatory and resilience approaches are deeply integrated in the planning process.**

The OUTogether Tool is adapted to be used by social services staff (social workers, psychologists or other relevant professionals) who are in a trusted relationship with the leaving care young person. It can be applies both with young people in residential care and those placed in foster or kinship care.

It contains 8 themes:

> Family and friends
> Health and well-being
> Personal development
> Education and employment
> Housing
> Practical skills
> Finances
> Rights and Legal Issues

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4. https://www.webarchive.org.uk/wayback/archive/20180519200344/http://www.gov.scot/Publications/2004/05/19357/37092
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7. https://www.webarchive.org.uk/wayback/archive/20180514095027mp_/http://www.nationalarchives.gov.uk/doc/open-government-licence/

Every theme is devided in 3 parts:

> **My OUTogether Views:** ideally should be completed by the young person him/herself. Some young people (e.g. due to learning difficulties) or some themes may require additional external support – for example for education the young person would like to be supported by career orientation center/expert. It is created to help the young person to identify his needs and wishes by him/herself. The key worker could be very helpful at this stage. By **"key worker"** we understand a person who is already in a trusted relationship with the young person and who could support the young person. He/she could be in a formal relation with the young person – like a social worker in a small group home or a foster parent – but not obligatory. The key worker could be a teacher, for instance.
>
> While copleting the templates, the young person could leave some questions unanswered. The young person is supposed to keep the original templetes as well as completed templetes. He/she could start completing every session he/she prefers. Later on, with fulfilled template the young person will go to the responsible social worker to implement the assessment. Therefore a folder is needed where the young person could keep all templetes and additional documents.

> **My OUTogether Assessment** – the assessment should be a clear statement of how the young person is coping just now, where he or she wants to be and the kind of support she/he might need. The assessment is conducted by the **responsible social worker** (formal position).

> **My OUTogether Planning** – after the assessment is conducted and agreed with the young person, the next phase is to plan the activities, terms and support based on the assessment. The plan again is agreed with the young person.

The Pathways contain also two additional sections: **Background** and **review of the plans.**

The **background** section contains all sorts of useful information about young person's life so far and has space for keeping useful contact details. It is also kept by the young person. The responsible social worker has the complete young person's dossier anyway.

The Review is the mechanism for follow-up the progress and to set up the plan's implementation.

A detailed instruction how to use the tool pathways is given in the Methodology for Implementation.

OUTOGETHER: PATHWAYS

OUTOGETHER BACKGROUND

OUTogether Background

Name: _____

Date of Birth:_____ gender : _____

With which local authority were you looked after? _____

With which local authority are you looked after now?_____

What school do you attend?_____

Do you know the date for yout leaving care? Date _____ Age _____

When do you graduate? _____

Names of the responsible social worker_____

List the people in the close envirement to whom you could rely on and seek support from in the future:

person	Where does he/she work?	mobile	e-mail

You could include in your folder:

> Certificates, incl driving license
> Reports
> References
> Photographs
> Information Leaflets
> Useful Contacts or Links

FAMILY AND FRIENDS

MY OUTogether Views: Family and friends

Name: _____

Think about how some of the things may relate to your family and friends.

> What do you feel good about?

> What are you concerned about?

> Is there any kind of support you may need?

```
                    ┌─────────────┐
                    │   Family    │
                    │relationships│
                    │ and contact │
                    └─────────────┘
      ┌─────────────┐             ┌─────────────┐
      │  Important  │             │   Caring    │
      │   people    │             │responsibilities│
      └─────────────┘             └─────────────┘
      ┌─────────────┐             ┌─────────────┐
      │   Friends   │             │  Your life  │
      │  and other  │             │    story    │
      └─────────────┘             └─────────────┘
                    ┌─────────────┐
                    │  Your own   │
                    │  children   │
                    └─────────────┘
```

Any other comments:

_____

_____

_____

_____
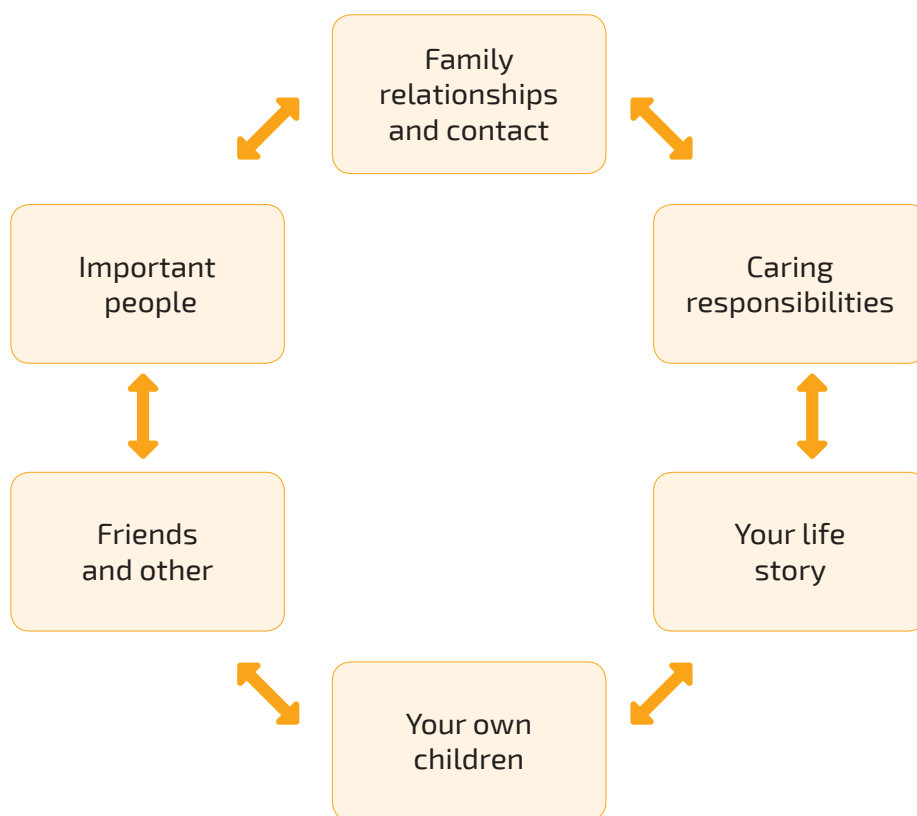
In this section you can think about your relationships with your friends and family – how things are going just now and how they might change in the future.

Family relationships and contact

Family can mean different things to different people, and some may have more than one family.

Are you comfortable talking about your family and personal background when you may be asked questions about this?

☐ Yes   ☐ No

What members of your family are you currently in contact with?
(you can include birth family, step-family, foster family, adoptive family, etc.)

Name of Family member and relationship	How often are you in contact with them? (daily, weekly, monthly, once or twice a year, none)	Is this level of contact: › about right › too much › not enough?	Is there anything you would like to say about how you feel? (e.g. your relationship, supportive aspects, any difficulties)

Are there other members of your family whom you would like to make contact with?

☐ Yes ☐ No ☐ I don't Know

How might you go about doing this? Who could help you with this?

Caring responsibilities

Do you have any responsibilities to care for any members of your family or anyone else?
(including siblings who are also in care).

☐ Yes ☐ No

If yes, what sort of help do you get with this?

Would you like any extra help? If yes, please give details.

Your own children

This section should be completed if you are a parent. If you are to become a parent in the near future, you should come back to this section at the appropriate time.

If you have children, would you like to say a bit about them.
(e.g. names, ages, where they live, etc.)

What are your hopes for your children, now or in the future?

What kind of support do you need if you have a child and he/she lives with you, so that you'll be able to provide good care to him/her?

Who could help with this?

If you have a child and he/she doesn't live with you, what contacts do you maintain?

Is this: (circle one)

☐ Too Little   ☐ About Right   ☐ Too Mucho

How do you feel about this? Would you like more support? Who could help with this?

Your life story

Have you ever done any life story work?
(e.g. looking back at who you've lived with, where and what it was like)

☐ Yes   ☐ No   ☐ I don't Know

Would you like to do further life story work?   ☐ Yes   ☐ No

Who could help you?

Do you have family photographs?   ☐ Yes   ☐ No

Would you like to take some more photographs?   ☐ Yes   ☐ No
(e.g. of your family, carers, places you used to live, etc)

Would you like to create a family tree?   ☐ Yes   ☐ No

If you don't have sufficient or enough information about your family how could you gain it? From whom? (e.g. family, carers, social workers, etc.)

Every person has lived through nice and difficult moments in his/her life. Often, in difficult moments he/she has in his/her environment some people ready to hear him/her, to think over the situation, believe in the young person and support him/her. These people are a part of the young person's life story.

Do you have in your life such people (who have helped you in difficult situation – family, friends, other close people)?

☐ Yes   ☐ No

If yes, would you refer to them and when?

Friends and other important people

Your network of people around you can include friends and other people who are important to you. These could be: a friend, classmate, a teacher, a social worker, a cousellor, a mother, a father, a relative, a brother, a sister, a neighbor, a coach, an aunt, an uncle, a mentor/supervisor.

These people can be important for friendship, support or having someone to talk to. All of them are a part of your life.

Think about some of the people who are important in your life or are your friends. Please, place in the inner circle people who are closest to you and in the outer – people who are also close to you but not so much as those in the inner circles.

ME 1 2 3 4
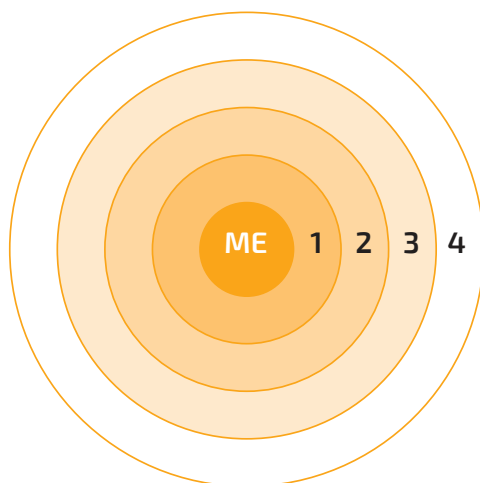
1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____

List some good things about these people?

Which of their characteristics I would like to possess?

In which situation the people from each circle would've support you?

1st circle

2nd circle

3rd circle

4th circle

What things are important to you about your friends?

(Please circle one number on a Scale of 1 – 4)

1= not important; 4= very important

Make you laugh	1	2	3	4
You can trust them	1	2	3	4
Are about the same age as you	1	2	3	4
Can get you things you want	1	2	3	4
Will do what you ask them to do	1	2	3	4
Will look out for you and stick up for you	1	2	3	4
Lives close by and can see them often	1	2	3	4
Will sympathize with me and will understand me in difficult moments	1	2	3	4
Others: (please state)	1	2	3	4

Are there any friends or people you used to have who you would like to get back in touch with?

☐ Yes   ☐ No

How might you do this? Who could help?

While completing this section you may also want to think about:

❯ the people you live with and the area you live in – see **HOUSING**

❯ what you do with your friends – see **PERSONAL DEVELOPMENT**

OUTogether Assessment on Family and Friends

Name: _____

Has "My OUTogether Views: Family and Friends" been completed?

☐ Yes   ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) **contributed to this assessment?**

☐ Yes   ☐ No

If yes, please provide details?

Family Relationships and Contact – what kind of on-going support is needed?

What level of family contact is there?

Caring responsibilities – are there any needs arising from responsibilities to care for others?

The needs identified by the young person are...

Your own children – are there any needs in relation to children?

Your Life story – is any support required for life story work?

Friends and other important people – who is important to you? What is contact like with your peers?

The overall assessment of need is...

Are there any comments or differences in opinion?

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

> to help make sure that you receive the support from particular services

> so that you don't have to answer the same questions again in a different setting

Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Assessment Debrief.

This **OUTogether Assessment** has been completed by:

_____

Date _____

and _____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

OUTogether Plan on Family and Friends

Name: _____

Has "My OUTogether Views: Family and Friends" been completed?

☐ Yes   ☐ No

Has the "OUTogether Assessment on Family and Friends" been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required: If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

AIM OF THE PLAN on Family and friends (long-lasting)

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

Please record any comments or differences in opinion about what action needs to be taken here:

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

> to help make sure that you receive the support from particular services

> so that you don't have to answer the same questions again in a different setting

Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Plan summary page.

This **OUTogether Plan** has been completed by:

_____ (young person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

HEALTH AND WELL-BEING

My OUTogether Views: Health and well-being

Name: _____

Think about your health and well-being situation.

> What do you feel good about?

> What are you concerned about?

> Is there any kind of support you may need?

Health services

Emotional well-being & mental health

GENERAL HEALTH

Healthy lifestyle

Medical conditions or disabilities

Any other comments:

_____

_____

_____

Good health and feeling well is important to everyone. You may already have discussed some of the issues in this section with a doctor or somebody else.

General health

How would you describe your general health? (please tick one)

☐ Very healthy

☐ Healthy

☐ OK

☐ Unhealthy

☐ Very unhealthy

Complete the sentence:

I feel healthy when …

I feel unhealthy when …

Is there any issues referred to your health which you'd like to improve?

☐ Yes ☐ No ☐ I don't Know

What are they and how could you achieve this?

| healthy diet |
| change in my body and my weight |
| my dental hygiene |
| my eyes |
| mental health |
| smoking, misuse with alcohol, drugs and other àddictions |

Health services

For now and in the future, it is good to know which health services are available for you.

Here you can record information about the health care professionals that may be useful to you:

Health professionals	Contact details:	Last time you went?	Any comments?
Doctor GP			
Dentist			
Gynecologist			
Other health professional(s)			
Other health professional(s)			
Other health professional(s)			

Medical conditions or disabilities

Do you have any particular medical conditions?
(e.g. diabetes, allergies, etc. Please give details)

Are you currently taking any medication? If yes, can you give details.

Do you have any disabilities? If yes, please describe below.

Are you currently taking any medication? If yes, can you give details.

.

Do you feel you get all the support you need with any medical conditions or disabilities?

☐ Yes ☐ No ☐ I don't Know

How do medical conditions or disabilities affect (if at all) other areas of your life?
(e.g. where you live, what you're able to do)

Is there anything more that needs to happen?

Healthy lifestyle

Having a healthy lifestyle is important for good health and fitness. This can mean thinking about what you eat, how much exercise you take, how we maintain our personal hygiene and other things that may affect your health or fitness (e.g. smoking, alcohol, drugs).

Do you live healthy lifestyle?

❯ Regular meals

☐ daily   ☐ often   ☐ random   ☐ almost never   ☐ I could not decide

❯ Diverse food, including vegetables and fruits

☐ daily   ☐ often   ☐ random   ☐ almost never   ☐ I could not decide

❯ Special diet

☐ daily   ☐ often   ☐ random   ☐ almost never   ☐ I could not decide

❯ Personal hydiene - bathing, tooth brushing, combing, cloth changing, est.

☐ daily   ☐ 2-3 per week   ☐ once per week

☐ more rarely than once per week   ☐ I could not decide

❯ Sports and movement, incl. tourism, dances, yoga, est.

☐ daily   ☐ often   ☐ random   ☐ almost never   ☐ I could not decide

❯ Medical specialists examinations

☐ regular   ☐ when I feel some discomfort   ☐ almost never   ☐ I could not decide

Do you need some help to improve your lifestyle in regard with health?

☐ Yes   ☐ No   ☐ I don't Know

> **If yes, what kind of support/what specialists could help you?**

Which of these aspects of your lifestyle do you think will affect your health? (tick all that apply)

	Now	In the future	N/A
Smoking	☐	☐	☐
Diet	☐	☐	☐
Drugs	☐	☐	☐
Alcohol	☐	☐	☐
Other substances	☐	☐	☐
Physical activity	☐	☐	☐
Personal hygiene	☐	☐	☐

Would you like any support and/or information in improving any of these aspects of your lifestyle? (e.g. opportunities for exercise, help in stopping smoking, access to advice on sexual health)

Would you like any support and/or information about your sexual health and well-being? (e.g. unprotected sex, sexually transmitted diseases, unplanned pregnancy)

Emotional well-being and mental health

From time to time we all can feel stressed, anxious or a bit down about some things. Sometimes we can deal with these ourselves, but there may be other times where we need some support.

Do you ever feel stressed about anything? What sort of things? (you could also point out a concrete situation)

How do you deal with these stressful situations? (tick all that apply)

- ☐ Walk Away From It
- ☐ Relax on My Own
- ☐ Talk it Over With Someone
- ☐ Have a Cigarette
- ☐ Do Some Exercise
- ☐ Get Drunk
- ☐ Have A Lie Down
- ☐ Cry Find Something Else To Do
- ☐ Get angry
- ☐ Hit something or someone
- ☐ Other: _____

What sort of things make you happy?

What sort of things make you unhappy and sad?

What do you do when you are feeling down? (tick the boxes)

- ☐ Eat more than usual
- ☐ Cry a lot
- ☐ Smoke more than usual
- ☐ Can't sleep at night
- ☐ Drink more than usual
- ☐ Spend a lot of time on my own
- ☐ Eat less than usual
- ☐ Go out more with friends
- ☐ Don't go out
- ☐ Take drugs
- ☐ Talk to people I trust
- ☐ Leave the place where I live
- ☐ Get aggressive
- ☐ Other: _____

Do you do anything that may cause harm to yourself or others?

When are the times that you feel you need some extra support?

Is there anything you would like to change to feel better about yourself?

How could you go about this and who could you talk to?

OUTogether Assessment on Health and well-being

Name: _____

Has "My OUTogether Views: Health and well being" been completed?

☐ Yes   ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) contributed to this assessment?

☐ Yes   ☐ No

If yes, please provide details?

General health – do you have any on-going health issues or concerns?

Health services – is there contact with all the health professionals there should be?

Medical conditions or disabilities? – are there any disabilities that create specific needs? Any medication requirements?

The needs identified by the young person are...

Healthy lifestyle – are there any needs in relation to diet, exercise, substance use, sexual health?

Emotional well-being and mental health – is there adequate support? How do you cope with stressful situations.

The overall assessment of need is...

Are there any comments or differences in opinion?

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

> to help make sure that you receive the support from particular services

> so that you don't have to answer the same questions again in a different setting

Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Assessment Debrief.

This **OUTogether Assessment** has been completed by:

_____

Date _____

and_____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

OUTogether Plan on Health and-well being

Name: _____

Has "My OUTogether Views: Health and well being" been completed?

☐ Yes   ☐ No

Has the "OUTogether Assessment on Health and well being" been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required:If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

AIM of the plan (long-lasting) on health and well-being:

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

Please record any comments or differences in opinion about what action needs to be taken here:

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

> to help make sure that you receive the support from particular services

> so that you don't have to answer the same questions again in a different setting

Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Plan summary page.

This **OUTogether Plan** has been completed by:

_____ (young person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

EDUCATION AND EMPLOYMENT

My OUTogether Views: Education and employment

Name: _____

Think about how these things relate to learning and work.

> What do you know about? What is going well?

> What are you concerned about?

> Is there any kind of support you may need?

Future plans&
ideas

Skills
& experience

School

Training
& work

Studying
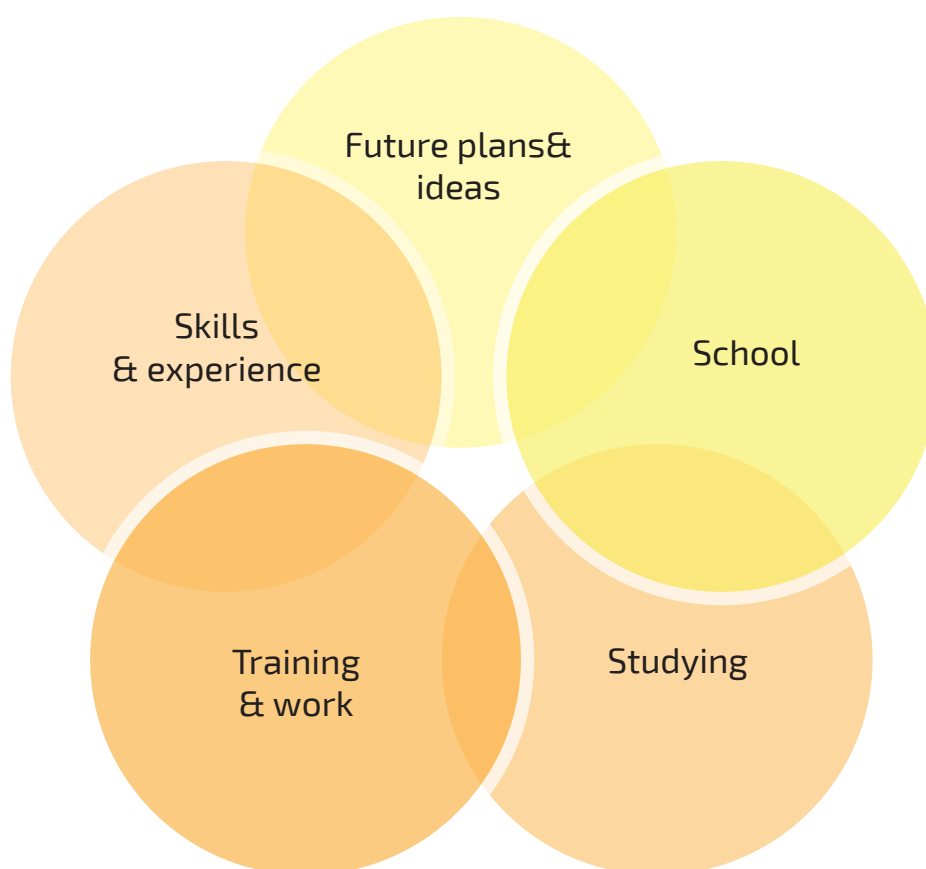
Any other comments:

_____

_____

_____

We never stop learning new things but it is important to recognise what you have learned and how this can help you. No matter what you are doing just now, you may also have ideas about what you want to be doing in the future. This section helps you to identify what you could be doing and how you will go about getting there.

Future plans & ideas

What are you doing at the moment in relation to studying, training or work?

Have you already thought about what you would like to be doing in the future?

☐ Yes ☐ No

What ideas or thoughts do you have about what you would like to be doing in the future?

Who can you talk to about your future plans?

Have you met with a Career Orientation Expert?

☐ Yes ☐ No

If yes, his/her contact details are:

What information or advice have you received about studying, training or work?

School

Are you still at school?

☐ Yes ☐ No

Think about your time at school…

What did you/do you enjoy?

What did you/do you find difficulties with?

If you are still at school, are there any areas that you may need extra support with?

Skills and experience

When moving into studying, training or work, it's important to have a variety of skills. It's not just about having qualifications – it's also about knowing where your strengths are and which areas you may need to develop.

Have you had the opportunity to think about the different skills you have?

☐ Yes ☐ No

How would you describe the skills and strengths you have?

What are your hobbies and interests?

Do you think you need to improve any areas, develop new skills or get any extra support?

Can you identify some of your skills, interests and experience that will be useful for future learning and work?

Studying

This information may also be available in your BACKGROUND INFORMATION section.

Are there any qualifications or certificates that you have gained or may currently be studying for?

Qualifications and Certificates	Already have gained:	Currently studying for:

Have you any thoughts about continuing to study in the future?

☐ Yes ☐ No

What ideas have you had? (e.g. types of courses and qualifications)

What things may be making it difficult for you to think about studying?

Is there any particular support you would like?

Training and work

Are you working just now?

☐ Yes   ☐ No

What kind of work is it? (please circle those that apply and give details)

☐ full-time
☐ part-time
☐ paid work
☐ training course
☐ voluntary work

Have you had any experience with the following:

	Have you done this before?	How confident are you with this?	Would you like some support with this?
	YES/NO	VERY/OK/NOT	YES/NO
Writing your CV			
Looking for a job or training			
Filling in an application form			
Preparing for an interview			
Attending an interview			

Are there any areas that you feel you need some extra support with?

☐ Yes ☐ No

Who could you get support from?

OUTogether Assessment on Education and Employment

Name: _____

Has "My OUTogether Views: Education and Employment" been completed?

☐ Yes   ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) contributed to this assessment?

☐ Yes   ☐ No

If yes, please provide details?

Future plans and ideas – what would like to do in the future? What needs and wishes do you have about studying, training or work?

School – what has your experience of school been like? Is any support required?

Skills and experience – what strengths and abilities do you have? Any gaps?

The needs identified by the young person are...

Studying – what qualifications and certificates have been gained? What else would you like to pursue? What support is needed?

Training and work – what experience have you had? Are there any needs for support to make progress?

The overall assessment of need is...

Are there any comments or differences in opinion?

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

> to help make sure that you receive the support from particular services

> so that you don't have to answer the same questions again in a different setting

Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Assessment Debrief.

This **OUTogether Assessment** has been completed by:

_____

Date _____

and_____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

OUTogether Plan on Education and Employment

Name: _____

Has "My OUTogether Views: Education and Employment" been completed?

☐ Yes   ☐ No

Has the "OUTogether Assessment on Education and Employment" been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required:
If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

Aim of the plan on Learning and work (long-lasting):

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

Please record any comments or differences in opinion about what action needs to be taken here:

Consent

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This **OUTogether Plan** has been completed by:

_____ (young person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

HOUSING

MY OUTogether Views: Housing

Name: _____

Think about some of these things for where you live now and any future plans you may have:

> What do you know about? What is going well?

> What are you concerned about?

> Is there any kind of support you may need?

Where I live just now	How to live alone - basic skills
Housing	
Where I could live in future	Additional support
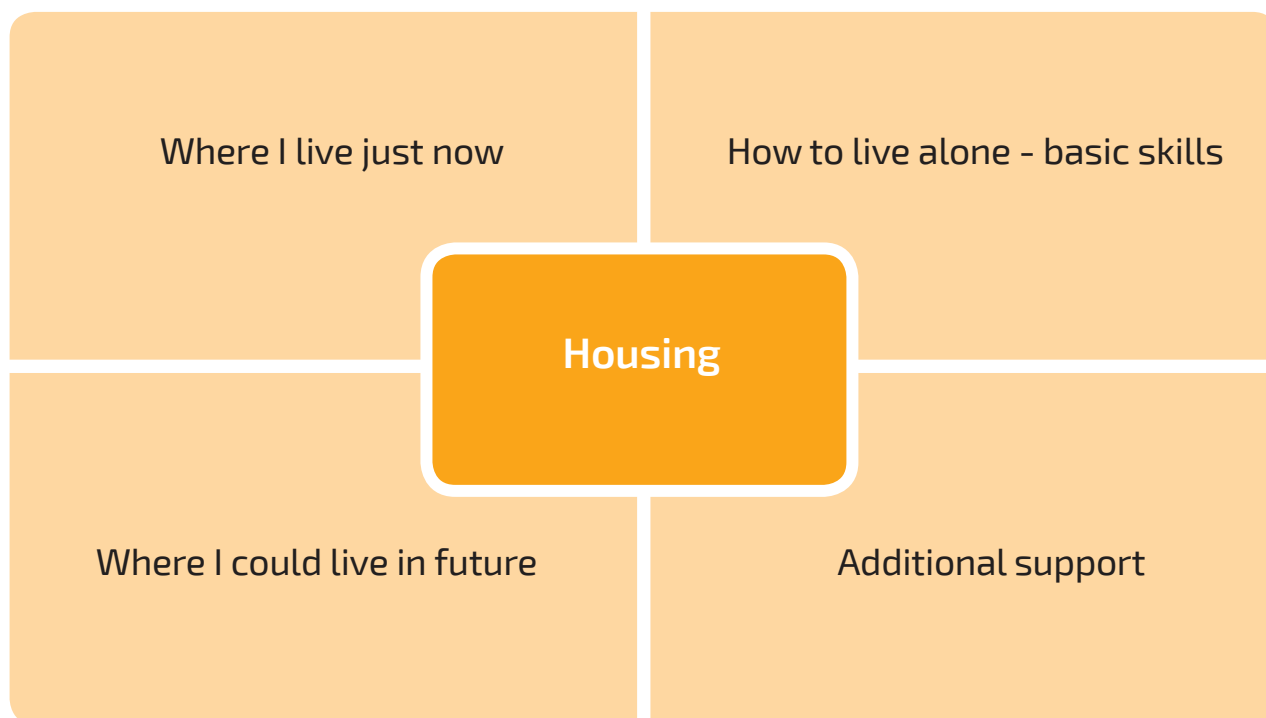
If you would like to explore some things further, you can continue with the rest of this section.

Write your comments:

_____

_____

_____

Where i live just now?

How do you feel about where you are currently living? (circle the words, you may circle more than 1 word)

- ☐ Happy
- ☐ Safe
- ☐ Ready to Leave
- ☐ Fed Up
- ☐ OK
- ☐ Settled
- ☐ Worried
- ☐ Lonely
- ☐ Cared For
- ☐ Unsafe
- ☐ Want to Stay
- ☐ Any other words? : _____

What do you like about where you live?

What do you like to change or improve?

How long would you like to stay where you currently are?

Will you be able to do that?

☐ Yes ☐ No ☐ I don't Know

Where i could live in future

If you are starting to think about where you may want to live in the future, it is also important to think about the skills and knowledge you will need to live more independently.

How would you rate your skills and knowledge in the following areas?

	No skills	Not confident in my skills	Moderate skills	Very experienced
Cooking				
Budgeting				
Tiding				
Renting				
Washing and Ironing				
Paying bills				
Keeping safe				
Maintenance (do it myself)				
Basic First Aid				
Furnishing				
Shopping				
Storing food and goods				
Sewing				
Contracting Tv operator, Internet operator, mobile operator, est.				
Travelling				
Personal and local taxes				

Access to leisure facilities (cinemas, theaters, sport halls, est.)				
Knowing about other local amenities (libraries, cultural centers, Police station, etc.)				
Any others?				

Which areas would you like to learn/know more about?

Who can help you with this? And how?

In the near future?

In the long-term?

Ideally, what sort of things would you prefer for where you may live in the future?
(tick the boxes)

Location:
☐   Near friends
☐   Near college
☐   Near family
☐   Near work/training
☐   Near carers
☐   Near shops
☐   Near school
☐   Near leisure amenities
☐   Good transport links

Size of place:
☐   Studio
☐   Condo with
☐   1 bedroom
☐   2 bedroom
☐   3 bedroom

Type of Accommodation:
☐   Accommodation in service
☐   Council Property
☐   Own Tenancy
☐   Joint/Shared Tenancy
☐   Private Rented
☐   Family/Friends/Partners Place

Who you're living with:
☐   On your own
☐   With partner
☐   With children
☐   With family
☐   With friend(s)
☐   With a flatmate

Which area would you like to be living in? Why?

What are you most looking forward to about any future accommodation?

Are there any things that worry you about future accommodation?

Which organisations have you had contact with about accommodation?

Please give details, if any. (e.g. meetings, application, assessment, etc.)

Are there any things that worry you about future accommodation?

Would you like to speak to anyone else about your accommodation?

☐ Yes ☐ No ☐ I don't Know

If yes, who?

Are you aware of things that could pose difficulties for you in future accommodation? (e.g. unwanted visitors, paying bills, accessibility etc.)

Additional support

Do you think you will need any extra support with your accommodation?

☐ Yes ☐ No

If yes, what sort of support will this be?

Outogether assessment on housing

Name: _____

Has 'My OUTohether Views: Housing have been completed?

☐ Yes   ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) contributed to this assessment?

☐ Yes   ☐ No

If yes, please provide details?

Where I live just now – what needs are there where you are currently living?

Practical living skills – are there any gaps in every day living skills? Are you aware of what you need to know?

Needs identified by the young person...

Accommodation options for the future – where would you like to live? What kind of accommodation is most suitable? Who else is helping with accommodation needs?

Additional support – are there any difficulties antici-pated? Will extra support be required?

The overall assessment of needs is ...

Are there any comments or differences in opinion?

If yes, please provide details

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

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> so that you don't have to answer the same questions again in a different setting

Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Assessment Debrief.

This **OUTogether Assessment** has been completed by:

_____

Date _____

and _____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

Outogether plannining on housing

Name: _____

Has 'My OUTogether Views: Housing' been completed?

☐ Yes   ☐ No

Has the OUTogether Assessment been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required: If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

Aim on housing (long-lasting):

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

Please record any comments or differences in opinion about what action needs to be taken here:

Consent

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Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Plan summary page.

This **OUTogether Plan** has been completed by:

_____ (young person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

FINANCES

MY OUTogether Views: Finances

Name: _____

Think about your budget situation.

> What are you happy with?

> What are you concerned about?

> Is there any kind of support you may need?

Where you get your money from?	What you spend your money on	Budgeting skills

Bank accounts, savings and loans	Future financial support

Any other comments

_____

_____

_____

Income

Name: _____

We all need money in some shape or form! This section is about your sources of income, seeing what financial support you may be entitled to and managing any money you may have.

Depending on your current situation you may receive money from different sources. Some of the questions in this section may not be relevant just now but you may want to revisit this when your circumstances change.

Depending on the situation, you could complete also the template titled Income A – it is for young people who do not live alone.

How would you describe your money situation at the moment? (please circle the words)

☐ I get by OK

☐ I have to borrow money a lot

☐ People help me out

☐ I never have enough

☐ I worry about money

☐ I manage to save a bit

☐ I watch how much I spend

☐ Always skint!

☐ I always have enough

☐ I lend money to friends

Is there anything else you would like to say about your money situation at present?

Where you get your money from

☐ per WEEK   ☐ or per MONTH?   (circle one)

Where do you get your money from at the moment?	HOW MUCH?
Pocket Money	
Training Allowance	
Job / Wage	
Benefits	
Loan	
Family	
Friends	
Local Authority	
Inheritance Pension	
Other	
TOTAL =	

What benefits or financial support do you currently received?

Spendings

How do you distribute your money when you receive your income?

☐ **per WEEK**   ☐ **per MONTH**   (circle one)

HOW MUCH	AMOUNT
Rent	
heating	
electricity	
Telephone/mobile	
clothes	
Internet tax	
TV tax	
travelling	
food	

Sanitation materials	
Household items	
cigarettes	
Alcohol	
Taxes for school/college	
Equipment for school/college/work	
Entertainments	
Repaying loans	
holidays	
hobbies	
Child Care	
Credit cards	
Other	
TOTAL	

At the end of the week/month do you have?

(circle one)

☐ No money left

☐ A bit of money left

☐ Lots of money left

Bank accounts, savings and loans

Do you have a bank account?

☐ Yes   ☐ No

Do you ever save money in a savings account?

☐ Yes   ☐ No

Do you want to say how much you have in savings?

Are you saving for anything in particular?

Do you need any more information or help to set up a current or savings account?

☐ Yes   ☐ No

> **If yes, who could help you with this?**

> **What kind of outstanding loans, debts or credit cards do you have to pay?**

Is there any other money you have to pay out at present?

☐ Yes   ☐ No

> **If yes, give details**

Future financial support

Young people who have been looked after by a local authority may be entitled to certain kinds of financial support.

Has someone explained that you may be entitled to financial support?

☐ Yes   ☐ No

Have you already had any financial support from any source? (e.g. a leaving care grant or other money)

☐ Yes   ☐ No

What kind of financial help do you think you may need from your Local Authority for aftercare support…

…during the next 12 months?

…in the future?

Who will help you look at on-going financial support and money issues?

Has someone checked to see if you are entitled to benefits, to see if you are receiving all benefits that you may be entitled to?

☐ Yes ☐ No ☐ I am not entitled to claim benefits

Do you think you may be entitled to other money? (e.g. Criminal Injuries compensation, Inheritance, etc.)

☐ Yes ☐ No ☐ I don't Know

If yes, give details

Would you like help to find out and who can help you?

To live more independently, it is important to know how to manage your money, to plan how to spend your money wisely, to make sure bills are paid and maybe save up for things like holidays etc.

How do you feel you can manage money?

☐ Very well

☐ Quite well

☐ OK

☐ Not very well

☐ Not at all

What do you do if you have no money?

Would you like help with learning how to budget your money?

☐ Yes   ☐ No

Have you any other comments, questions or concerns about money and financial support?

Income A – only for youths who are still in a small group home or foster/kinship care
Skills

In a situation like this youths usually have only pocket money and it may be hard to imagine how much you will need to make your living.

Nevertheless, every young person should acquire basic skills to manage own finances.

Please, fill the following test to identify gaps in your knowledge

1. Would you share how you spend your pocket money? ☐ Yes ☐ No

If yes, how _____

2. I know how to operate with a credit/debit card ☐ Yes ☐ No

3. I know how to open a bank account ☐ Yes ☐ No

4. I know how I will generate my income ☐ Yes ☐ No

5. I will need at least _____ EUR per Month

My income would be generated by:

Salary _____ EUR per month

Cash social benefits _____ EUR per month

Inheritance pension _____ EUR per month

Scholarship _____ EUR per month

Family _____ EUR per month

Other _____ EUR per month

Total: _____ EUR per month

6. When I receive my own money, first I will spend them on:

_____

_____

_____

Please rank what expenditure you will cover first – the most urgent one with 1 and most unwanted – with - 18

- [ ] Rent
- [ ] Food
- [ ] Electricity
- [ ] Heating
- [ ] Food
- [ ] Clothes leisure
- [ ] Holidays
- [ ] Covering loans
- [ ] Give them to a boy/girlfriend
- [ ] Cigarettes

- [ ] Alcohol
- [ ] For the baby
- [ ] Travelling
- [ ] TV
- [ ] Internet
- [ ] Toiletries
- [ ] Entertainment
- [ ] Texes for school/college
- [ ] Items for work/college

What would you do if your income is not enough to cover your costs?

- [ ] Apply for a scholarship
- [ ] Find cheaper rent
- [ ] Get a loan from a bank
- [ ] Get a loan from a friend
- [ ] Find a better paid job
- [ ] Find second job
- [ ] Begging

- [ ] Go to work abroad
- [ ] Eat only at home
- [ ] Stop buying luxury items
- [ ] Not paying some bills like Internet or TV
- [ ] Not paying bills like electricity and water
- [ ] Pay the rent with a delay

Do you think you might need some help to re-prioritize how you spend your income?

- [ ] Yes   - [ ] No

If yes, please give more details – who could help you?

OUTogether Assessment on Finaces

Name: _____

Has 'My OUtogether Views: Finaces' been completed?

☐ Yes ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) contributed to this assessment?

☐ Yes ☐ No

If yes, please give details:

Where you get your money from – what are your current sources of money? Will this change?	**Needs identified by the young person**
What you spend your money on – what are your current out-goings? (leisure, family contact, clothing, bills, etc.) Is this OK?	
Bank accounts, savings and loans – do you have a bank account? Do you save? Do you need any help with debt?	

Future financial support – will there be additional support required in the future?

What will be the entitlement to benefits and other monies?

Budgeting skills – is any help required with budgeting skills

The overall assessment of needs is...

Are there any comments or differences in opinion?

Consent

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This **OUTogether Assessment** has been completed by:

_____

Date _____

and _____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

OUTogether Plannining on Finaces

Name: _____

Has 'My OUTogether Views: Budget' been completed?

☐ Yes   ☐ No

Has the OUTogether Assessment been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required: If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

> **Aim of the Plan on Budgeting (long-lasting)**

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

> **Please record any comments or differences in opinion about what action needs to be taken here:**

Consent

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_____ (young person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

RIGHTS AND LEGAL ISSUES

My outogether views: Rights & legal issues

Name: _____

Think about any rights and legal issues that affect you.

> What do you know about? Is anything affecting you just now?

> What are you concerned about?

> Is there any kind of support you may need?

Rights

Proceeding

Crime

Seeking help

Do you have something more to say?

_____

_____

_____

Rights

Name: _____

Have you ever been given information on your rights?

☐ Yes ☐ No

> **Please, provide details**

Have you ever been informed about what support you are legally entitled to?

☐ Yes ☐ No

> **Please, provide details**

Would you like to receive more information on your rights and the support you are legally entitled to?

☐ Yes ☐ No

> **Please, provide details**

Crime

Have you ever been in touch with the police?

☐ Yes   ☐ No

┌───┐
│ **Please, provide details**   │
│   │
│   │
│   │
│   │
└───┘

Please, thick those boxes which are crimes:

☐ Theft

☐ Begging

☐ Prostitution

☐ Selling drugs

☐ Using drugs

☐ Checking other people's mail

☐ Insulting

☐ Defamation

☐ Not paying rent

☐ Not paying taxes

☐ Runaway of the care facility

☐ Taking your roommate items without asking

☐ Entering other people's property without their consent

Do you need more information on what is crime and what is not?

☐ Yes   ☐ No

> **If yes, could you identify a person who could provide you such information?**

Legal proceeding

Have you ever been interviewed I the police?

☐ Yes ☐ No

Have you ever been arrested?

☐ Yes ☐ No

Please, complete the following test only if you find it relevant or if you have answered with yes to some of the above 2 questions from that section.

Below, we are going to ask you some questions regarding the different rights entitled to a child during the first phase of a judicial proceeding – police arrest. Please, read each statement carefully and say whether you think it is true (T) or false (F).

Remember that there are no good or bad answers, so, please, answer the questions according to your own personal knowledge and experience.

FIRST PHASE: Police arrest*		T	F
1	A child has the right to be given an explanation about what he/she is being accused of.	T	F
2	A child has the right to call a closely related person.	T	F
3	A child has the right to inform his/her parents that he/she is under arrest.	T	F
4	A child has the right to remain silent.	T	F
5	A child has the right to an interpreter if he/she does not understand the language.	T	F
6	A child who cannot hear or see has the right to make a complaint if he/she has not understood what he/she has been told.	T	F

* Based on Directive (EU) 2016/800 of the European Parliament and of the Council of 11 May 2016 on procedural safeguards for children who are suspects or accused persons in criminal proceedings, questionnaire used in Child-Friendly Juvenile Tools project

7	A child who cannot hear or see has the right to be given the important information in writing (in Braille for example) and in a language that he/she understands (for example: the final judgment).	T	F
8	A child has the right to see the information about his/her judicial record.	T	F
9	A child's lawyer has the right to see the information of the child's judicial record.	T	F
10	A child has the right to make a complaint if he/she is not allowed to have a look into his/her judicial record.	T	F
11	A child has the right to a lawyer's presence during the police questioning.	T	F
12	A child has the right to speak with a lawyer before being questioned by the police.	T	F
13	A child has the right not to tell anyone what he/she has talked about with the lawyer.	T	F
14	A child under arrest has the right to be given a written letter of his/her rights.	T	F
15	A child under arrest must be separated from adults under arrest.	T	F
16	A child can be under arrest for no longer than 48 hours.	T	F
17	The police questioning can be video-recorded.	T	F
18	A child has the right to the non-publication of video-recordings of him/her.	T	F
19	A child has the right to be seen by a doctor.	T	F
20	A child has the right to be assisted/defended by a lawyer.	T	F
21	A child has the right to be defended by a lawyer for free.	T	F

Do you know where to seek support if you are arrested?

☐ Yes ☐ No

If yes, could you provide more details?

Are you currently subject to any order from the court or children's hearing?

☐ Police supervision

☐ Applied educational measure

☐ Probation order

☐ Fine

☐ Custody

☐ Other _____

☐ I don't Know

> **If so, what are the requirements of this order? Are there any other workers involved in this?**

Seeking help

Do you know what to do if you are arrested?

☐ Yes   ☐ No

> **If yes, please provide details**

> **If yes, has this been dealt with? Would you like any support in this?**

> **What kind of additional support, if any, would you like in relation to your rights or legal matters?**

Outogether assessment on rights and legal issues

Name: _____

Has 'My OUtogether Views: Rights and Legal Issues' been completed?

☐ Yes ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) contributed to this assessment?

☐ Yes ☐ No

If yes, please give details:

Knowing my rights – have you received information about legal entitlements to support? Do you need further advice on legal issues?

Legal proceedings – are you involved in any current proceedings? Are you subject to any legal orders?

Needs identified by the young person...

Crime – are you needing any support in relation to crimes committed against you or by you?, etc.)

Seeking support

Do you know when and how you could find support? Do you need more information?

The overall assessment of needs is...

Are there any comments or differences in opinion?

Consent

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This **OUTogether Assessment** has been completed by:

_____

Date _____

and_____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

Outogether plannining on rights and legal issues

Name: _____

Has 'My OUTogether Views: Rights and Legal Issues' been completed?

☐ Yes   ☐ No

Has the OUTogether Assessment been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required: If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

Aim of the plan on rights and legal issues:

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

> **Please record any comments or differences in opinion about what action needs to be taken here:**

Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

> to help make sure that you receive the support from particular services

> so that you don't have to answer the same questions again in a different setting

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This **OUTogether Plan** has been completed by:

_____ (young person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

PERSONAL DEVELOPMENT

My OUTogether Views: Personal Development

Name: _____

Think about how some of these things may influence your Personal Development

> What do you feel good about?

> What are you concerned about?

> Is there any kind of support you may need?

My feelings

Important things for me

MY IDENTITY

My strengths

Important activities for me

My hobbies and interests

Any other comments:

_____

_____

_____

In this section you can think about how you spend your time, your interests and what is important to you. It is also about looking at life choices, forging a sense of personal identity.

My feelings

Everyone has feelings. It is very important to show your feelings in a healthy way. This allows you and other people to know how you feel. Typically, your body knows when you feel a particular emotion. When you are angry, you may feel your heart beating hard, your breathing speeding and your muscles tightening. Your body says you're angry.

What words best describe the way you feel today?

- ☐ Good
- ☐ Bad
- ☐ Happy
- ☐ Depressed
- ☐ Excited
- ☐ Nervous
- ☐ Hopeful
- ☐ Tired
- ☐ Scared
- ☐ Stressed
- ☐ Safe
- ☐ Lonely
- ☐ OK
- ☐ Worried
- ☐ Angry
- ☐ Bored

Are there any words of your own? Is there anything you want to say about how you feel today?

Complete the sentence:

I feel happy when….

When I am sad, I …

I am afraid of …

Things which make me laugh are…

Things witch annoy me are …

I feel embarrassed/ashamed when …

I feel concerned for …

	When I feel concerned for:	I could do/seek support from:
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Important activities

Before you go on to answer the questions in this section, it may be usefulnto look at how you spent your time over the past week.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Is this a typical week?

☐ Yes   ☐ No   ☐ I don't Know

Why Yes?/ Why No?

In a normal week, what are the things you most look forward to?

My hobbies and interests

What do you like to do during your leisure time?

Are there other things you would like to do?

☐ Yes ☐ No

If yes, what else would you like to be doing?

My strengths

Words which best describe me (underline):

Funny

Polite

Energetic

Capricious

Shy

Chatty

Cautious

Talented

I am:

Persistent

Open-minded

Rude

Clever

Sensitive

Patient

Tolerant

_____

Qualities which I think that the rest people like in me:

How you feel is a part of your self-esteem. When you increase your self-esteem, you increase your sense of happiness and make a step towards making your life better. A sense of pride is one of the feelings that have a positive impact on your self-esteem. When you do something good, you usually feel proud of yourself.

This is my list of 3 things I am or I have done and they make me feel proud:

1. I am proud of _____

because _____

_____

2. I am proud of _____

because _____

_____

3. I am proud of _____

because _____

_____

Important things

There is a wide range of people or factors that can be important to the way you live your life.

From the list below, what or who is important to you?

Please circle one number on a Scale of 1 – 4.

1 = Not important at all, up to 4 = Very important	How important?			
	Not at all	Not really	Fairly	Very
PEOPLE				
Friends	1	2	3	4
Family	1	2	3	4
Boyfriend/Girlfriend	1	2	3	4
Carers	1	2	3	4
Support worker (s)	1	2	3	4
IDENTITY				
Cultural background	1	2	3	4
Religious beliefs	1	2	3	4
Sexuality	1	2	3	4
OPPORTUNITIES				
Your job	1	2	3	4
Your school or college	1	2	3	4

How much money you have	1	2	3	4
Availability of Transport	1	2	3	4
Where I Live	1	2	3	4
ACTIVITIES				
Having fun	1	2	3	4
If it's good for my health	1	2	3	4
Whether it's safe	1	2	3	4
Others (Please state)				
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

Is there anything you would like to say about what is important in your life?

My Identity

How would you describe yourself? What makes you – YOU?

Have you been supported and encouraged to explore your beliefs or religion?

☐ Yes   ☐ No

Have you thought about your cultural background?

☐ Yes   ☐ No

Is there anything that you would like to talk about or get any support with in relation to your beliefs or your culture?

OUTogether Assessment on Personal Development

Name: _____

Has "My OUTogether Views: Personal Development" been completed?

☐ Yes   ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) **contributed to this assessment?**

☐ Yes   ☐ No

If yes, please provide details?

My feelings – are there any concerns about the way you feel?

Activities – how do you spend your time? Are you getting a chance to do everything you want to?

My hobbies and interests - What are your leisure interests and hobbies?

My strengths – what other people like about me and what makes me proud?

The needs identified by the young person are...

What's important to me – who or what is important to the way you live your life?

Identity – how do you see yourself? (including religious, cultural and sexual identity) Is any support needed?

The overall assessment of need is...

Are there any comments or differences in opinion?

Consent

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_____

Date _____

and_____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

OUTogether Plan on Personal Development

Name: _____

Has "My OUTogether Views: Personal Development" been completed?

☐ Yes   ☐ No

Has the "OUTogether Assessment on Personal Development" been completed?

☐ Yes   ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required:If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

What actions need to be taken	Responsible person	Deadline	Potential risks and mitigations	Did it happen? When?	If yes, please provide details on the outcome If no, why not? Did anything else happen

Please record any comments or differences in opinion about what action needs to be taken here:

Consent

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_____(young   person)

Date _____

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

PRACTICAL SKILLS

My OUTogether Views: Practical skills

Name: _____

Think about how some of these things may improve your practical skills for independent life.

> What do you feel good about?

> What are you concerned about?

> Is there any kind of support you may need?

Housekeeping

Gardening

Caring for clothes

Cooking

Shopping

Any other comments:

_____

_____

_____

In this section you can think about these practical skills that are essential for achieving greater independence of caregivers and increasing confidence in gaining greater autonomy. These include activities such as shopping, cooking, cleaning the house and the surrounding area, laundry and ironing. Practical skills related to the lifestyle develop from an early age through constant support from the caregivers.

Housekeeping

The space where one lives requires constant care. It includes daily and basic cleaning, maintenance of basic appliances and services, which ensure the satisfaction of basic physiological needs, arrangement of belongings, care for the aesthetic appearance of its own and common premises.

Do you do the following activities:

> Tiding up your belongings ☐ Yes ☐ No ☐ Rarely

> Cleaning your room ☐ Yes ☐ No ☐ Rarely

> Cleaning the sanitary premises ☐ Yes ☐ No ☐ Rarely

> Vacuum cleaning ☐ Yes ☐ No ☐ Rarely

> Cleaning the shared premises ☐ Yes ☐ No ☐ Rarely

> Cleaning, tiding the drawers and wardrobes) ☐ Yes ☐ No ☐ Rarely

> Thorough cleaning
> (windows cleanings, appliances ☐ Yes ☐ No ☐ Rarely

> Collecting trash and its throwing ☐ Yes ☐ No ☐ Rarely

> Other _____

If the answer to most of the above questions is YES, do you do these activities yourself or with other young people / carers. You can answer below for each activity separately.

What did you/do you find difficulties with?

Do you use detergents?

☐ Yes   ☐ No

Would you like any support and/or information in improving any of these household skills?

☐ Yes   ☐ No   ☐ I don't Know

From who and when you could seek support?

Gardening

Do you do the following activities:

> Cleaning the courtyard from trash   ☐ Yes   ☐ No   ☐ Rarely

> Cleaning up from dropped leaves and twigs   ☐ Yes   ☐ No   ☐ Rarely

> Planting and caring for plants (hoeing, watering, est..)   ☐ Yes   ☐ No   ☐ Rarely

> Other in regard with gardening   ☐ Yes   ☐ No   ☐ Rarely

If the answer to most of the above questions is YES, do you do these activities yourself or with other young people / carers. You can answer below for each activity separately.

Would you like any support and/or information in improving any of these household skills?

☐ Yes ☐ No ☐ I don't Know

From who and when you could seek support?

Caring for clothes

Are you independent while shopping your own cloths?

☐ Yes ☐ No ☐ I don't Know

Do the cloths you wear weather- appropriate?

☐ Yes ☐ No ☐ I don't Know

Do the cloths you wear appropriate for the situation and the place you are going?

☐ Yes ☐ No ☐ I don't Know

Could you use without help the washing machine/washing dryer?

☐ Yes ☐ No

Do you feel you could improve your clothing? Who could help you with this?

If No, what sort of help do you get with this?

Cooking

Have you ever participated in cooking – for yourself and for the rest in the facility?

☐ Yes ☐ No

If Yes, what sort of meals you can cook?

Do you feel you could improve your cooking? Who could help you with this?

What did you/do you find difficulties with?

Would you like any extra help? If yes, please give details.

Do you participate in the elaboration of the daily/weekly menu?

☐ Yes ☐ No

Which of the following meals/products are healthy in accordance with your understanding? (circle one or several options):

☐ Chips;

☐ Fruits;

☐ Pizza;

☐ Whole grain bread;

☐ Vegetable soup;

☐ Salad from fresh vegetables;

☐ Fried chicken;

☐ Grilled fish;

☐ Stewed rice;

☐ Chocolate cake;

☐ Steak;

☐ Bonbons;

☐ _____

Do you need more information on healthy food? Who could help you?

Shopping

Do you participate in the shopping of basic materials and products for home?

☐ Yes   ☐ No

How often?

☐ Too Little   ☐ About Right   ☐ Too Much

Please, mark what kind of goods you shop alone in the market?

> **for cooking**

> **for cleaning and laundering**

> **other**

Additional Skills

This section lists practical skills that some people do not have, and yet can live autonomously. However, these skills are sometimes necessary because they make life easier and enable the person who possesses them to feel more fulfilling for themselves and others, more confident and successful in their lives.

Think about how some of these things may affect your greater autonomy and coping in different life situations.

Skills/Situation	What do you feel good about?	What are you concerned about?	Is there any kind of support you may need?
Painting			
Caring for pets			
Collecting fire woods			
Lightening fire			
Bulp changing			
Caring for indoor plants			
Planting and caring of vegetables and spices			
Other			

OUTogether Assessment on Practical skills

Name: _____

Has "My OUTogether Views: Practical skills" been completed?

☐ Yes ☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) **contributed to this assessment?**

☐ Yes ☐ No

If yes, please provide details?

Caring for the house – are there any concerns about your skills?

Caring for the gardin – are there any concerns about your skills?

Caring for the clothes – are there any concerns about your skills?

Cooking – are there any concerns about your knowledge and skills?

The needs identified by the young person are...

Shopping – are there any concerns about your skills?

Additional skills

The overall assessment of need is...

Are there any comments or differences in opinion?

Consent

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_____

Date _____

and_____ (young person)

and agreed by _____ (responsible social worker)

on behalf of _____ (responsible authority)

Date _____

OUTogether Plan on Practical skills

Name: _____

Has "My OUTogether Views: Practical skills" been completed?

☐ Yes ☐ No

Has the "OUTogether Assessment on Practical skills" been completed?

☐ Yes ☐ No

Based on the needs set out in the OUTogether Assessment the following action is required: If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

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This **OUTogether Plan** has been completed by:
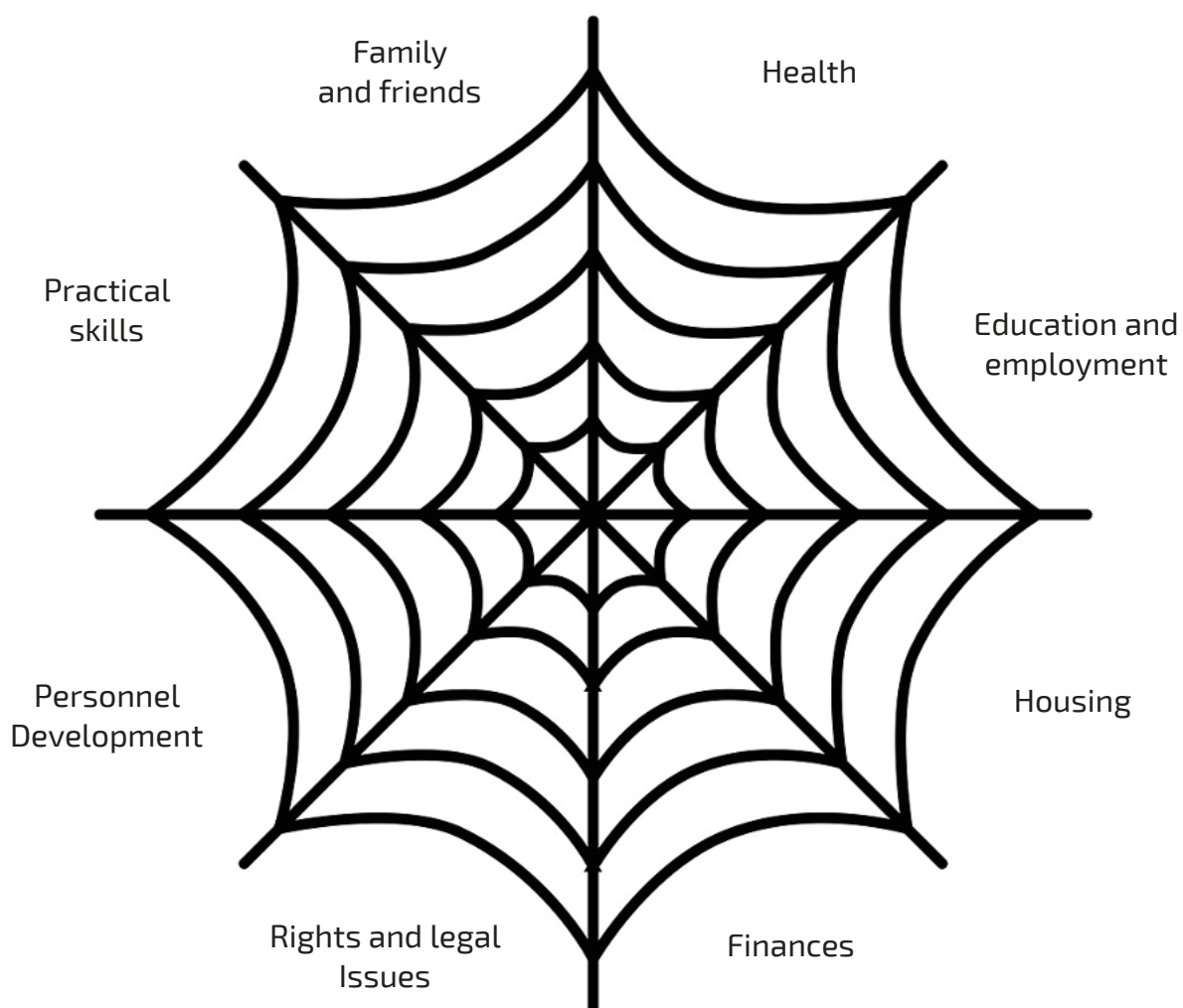
_____(young person)

Date _____
and agreed by _____ (responsible social worker)
on behalf of _____ (responsible authority)
Date _____

MY OUTOGETHER DEBRIEF

After completing the 8 themes, you could rate the different sections. Please use the spoder net below and mark or highlight which theme is the most urging for you (place a mark or highlight with a marker closer to the edge). The closer to the center you put your mark, the less urging you consider the theme. You could choose coloured markers/pencils to colour the sections. Thus, at the end you will have a very visual debrief of your needs.

Family and friends

Health

Practical skills

Education and employment

Personnel Development

Housing

Rights and legal Issues

Finances

OUTOGETHER REVIEW

Name _____

Date of review _____

Who has attented? _____
_____
_____

What is the progress achieved? _____
_____
_____

Are there any new circumstances that require change in the plan?
_____
_____

Are there any needs of reassessment of needs?
_____
_____

Are there any needs of change in the plan?
_____
_____

The next review will be on: _____

_____   _____
   Signature of the young person   Signature of the social worker

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AUTONOMY

"Autonomy... is freedom to develop one's self – to increase one's knowledge, improve one's skills, and achieve responsibility for one's conduct. And it is freedom to lead one's own life, to choose among alternative courses of action so long as no injury to others results."

Thomas Szasz

Structure:

1. What is autonomy?
2. Why is it important to develop autonomy in children in alternative care?
3. How can alternative care professionals develop autonomy in children and adolescents?
4. Organisational and practical models
5. Practical guidance for professionals as regards approaches and way of communicating with the young people
6. Structure of the counselling session

   Example of a counselling session on decision-making skills

1. What is autonomy?

In its most elementary, the meaning of autonomy is the capacity of a person to act in accordance with their values and interests. Derived from ancient Greek, this word means "being a law onto oneself" or "self-rule", "self-government", or "an independent person who grants themselves their own right" (Wikipedia).

Several different definitions apply to the term autonomy. The Dictionary of Contemporary English (Longman Dictionary of Contemporary English, 2011) defines autonomy as "freedom that a place or an organization has to govern or control itself" or "the ability or opportunity to make your own decisions without being controlled by anyone else". Both definitions bring autonomy close to the concept of independence. According to the Oxford Dictionary, autonomy is "the right of self-government", "personal freedom". Reading the various definitions, one can see the common elements and conclude that autonomy is the capacity of a person to be sufficiently independent and free to exercise their right to control and govern themselves.

The Universal Declaration of Human Rights of 1948 in its Art. 22 mentions autonomy as a lawful protected right to individual self-determination.

From the perspective of psychology, autonomy comprises a number of skills and attitudes. The skills in question include **a person's ability to reason, assess the various points of view and discuss with others.** In order to do this, the autonomous individual should have a sense of **self-assessment and self-resepct**. A sense of self-esteem, including a good understanding of one's priorities, also matters. The age-related development concepts view the development of autonomy in a child as an important aspect of their overall development, which takes place at several key development stages (Erik Erikson, John Bowlby, Freud).

Children demonstrate their willingness for autonomy at two key stages – in their early childhood and in their early adolescence.

In early childhood children start to develop autonomy by exploring their body, their environment, emotions and gradually launch their more independent functioning. The next big autonomy "fight" happens in preadolescence and adolescence. At this stage children defy to become autonomous while still feeling dependent, depending on their own longings and the boundaries adults set for them. Adolescents 'demonstrate' their autonomy by

testing/questioning the rules and even breaking them.

Some social circumstances can help the adolescent become more autonomous while others can undermine autonomy. In order to develop these abilities and attitudes, the young individual needs opportunities to think over opinions, as well as different courses of action and ways of regarding the important things. Whenever the child or adolescent is developing in an environment of suppressive social attitudes, strict social hierarchies and lacking meaningful choice, this hinders them on their way to autonomy and hampers the ability to act in line with their own interests and values.

The age at which autonomy is achieved can vary. For example, a 24-year-old young person can have their own family, work to provide for themselves and take the responsibility for it all through independent choices and decisions. Equally, another young individual of the same age can still have no lasting relationship, live with their parents and continue their education, entirely dependent on their family. Of course, the second example is not problematic in the sense of choice of values and carefully considered plans for the future. It is problematic whenever the young person fails to develop a vision for their own future life, when they fail to stand for their thoughts, decisions and choices and take responsibility for them, when they do not have enough skills to develop healthy relationships and social connections.

2. Why is it important to develop autonomy in children in alternative care?

Higher vulnerability levels

Very often children and young people brought up in alternative care have difficulties constructing their own life perspective – they have no goals, they live on a day-by-day basis, they fail to find meaning in the things they do; they lag behind with their academic achievements and motivation to learn or are at high risk of school dropout; they are not motivated for change and self-actualisation. Many of them have the usual deficits in their overall development and social skills, including poor ability for independent decision-making and for realising the consequences of their decisions, insufficient skills to plan and develop learning, employment and self-actualisation perspectives; most generally, they have insufficient skills to manage their own life. Most often than not, these children and young people have been through various kinds of institutional care characterized by reactive and limiting approaches of caregivers to children. This is the reason why they have been little supported to see their strengths and capabilities, believe in themselves and find a positive, successful path in life to make them autonomous, independent and satisfied.

Attachment and autonomy

A large proportion of the children and young people in alternative care have had a painful and challenging past and they often do not know or have mixed feelings about their story and their biological family. Their deep pain and shame makes them face the world with hostility, affects their self-respect and hinders their ability to self-assess and have self-esteem.

The concept of autonomy development is incorporated in the theory about the nature and role of relationships of attachment. Bowlby (1980) and other authors believe there is a constant balance between a child's dependency-on-the-caregiver behaviour and their

exploratory behaviour which serves to increase their knowledge about the environment and put it under control. Ainsworth's experimental observations on young infants assume that the attachment system activates the exploration system in the child and leads to its development. Whenever the child enjoys a secure attachment with their parents, they also develop their independence by studying the world, they are better able, as an adolescent, to concentrate on the remaining tasks of social and emotional development: developing relationships with peers and romantic/intimate partners; regulating their own behaviour and emotional states.

According to the attachment theory, independent and self-reliant functioning in adolescents is fostered by secure attachment. When the child's caregivers support them emotionally and encourage their autonomy, the child not only develops their ability to trust and to cope with new situations and tasks but also to seek help, if necessary. This wording goes to show that autonomous functioning is not synonymous with full independence of the child from their caregivers. This interpersonal context in which autonomy is developing matters for understanding how autonomy develops during adolescence, especially when children in care have not had the chance to build a secure parent-child attachment.

Adolescence is often described as a stage of development characterized by particular tension between the fight for autonomy and the strong attachment of teenagers to their parents. Achieving one means sacrificing the other. Autonomy-development processes during adolescence have their roots in a wide range of the theoretical frameworks. Psychoanalytic theories emphasise the need for adolescents to separate from their parents and give up on their childhood relationships with and notions about them (for example Freud). In this sense, the conflict between parents/caregivers and adolescents is regarded as normal and desirable, while to some extent the close emotional links between adolescents and their parents are considered a deviation. Healthy adolescence entails a process of dethroning the adult – a time when adolescents start to see adults as **not so** omniscient and omnipotent. These concepts bring about a clearer understanding of the development of autonomy as an intra-individual construct, putting an emphasis on the intrapsychic development of the adolescent as opposed to the external processes surrounding this development.

Despite this, this intrapsychic process of autonomy development depends on the quality of the relationship of the adolescent with the primary caregiver. This means that the models of child-parent interaction are changing when children enter adolescence, the main expectations in this interaction undergoing change. These changes can be seen in the growing conflict coming with adolescence, which is a sign of all the changes affecting the adult-adolescent interaction.

Irrespective of this, in order to foster the process of developing healthy autonomy, of main importance is the quality of the relationship between the caregiver and the adolescent – care, which is responsive and supportive. This means corrections should be made to the way adults treat the adolescent, in order to take account of adolescents' changed needs. This means that the caregiver should acknowledge the striving for independence and also maintain the relationship. This also means that the adolescent keeps using the caregiver as a safe base to explore the world around but also turn to them for support and advice when they reach the limits of their own competence.

In a healthy-development environment the relations between the adolescent and the caregiver are transformed but not severed.

While in early childhood attachment is seen as physical protection and proximity, in adolescence the result of activating the attachment system is rather towards a "sense of security" for the teenager as opposed to actual physical safety. This sense of security can be achieved in many ways, often without the actual physical presence of the adult figure. This provides an opportunity for developing the autonomy system in the adolescent in a way in which attachment matters too but the very interaction with the environment is better and more developmental.

It is difficult for adolescents who are not securely attached to find a balanced model of "separation" from the adult while at the same time seeking security, advice and support. In their relations with adults, their behaviour is one of strong anger and hostility or passiveness. Insecurely attached teenagers and their adult caregivers are not in a position to manage the changes in their relationship triggered by the pressure of autonomy. Adolescents are insecure, often ambivalent in reconstructing their attitude towards the adult figure and this also affects the reconsideration of their peer relations, in a negative way. Often, these adolescents are characterized by emotional and behavioural disturbances when it comes to actions related to greater level of independent decision-making.

A number of studies point to two possible scenarios for development of autonomy with insecurely attached adolescents. The first one is when adolescents defiantly reject the figure of the adult caregiver who is facing the challenge of adapting to the new requirements for autonomy. These adolescents are not in a position to revisit attachment, which leads to severing their link with their environment – family or care, destroying all established emotional links and a risk of a series of negative effects, especially as regards risky behaviour. The second scenario takes place when the attachment is too strong and physically dependent (as in early childhood) and the adolescent is not in a position to 'separate themselves' suitably from the caregiver and remains too connected and engaged with them. This strategy can help maintain the relationships with attachment figures but it is at the expense of appropriate and healthy development of the adolescent's autonomy. The second scenario is very typical of adolescents who have been spending long time in alternative care, especially in foster families or centres where they developed a very strong emotional link with some of the caregivers which grows into a verbal interaction of the 'Mum-My child' kind. What is more, this interaction (the example holds true for care centres) often goes beyond the adult's professional role - invitations to visit their home, joint celebrations but in the home of the caregiver, unconditional acceptance by all family members, but it is not acceptance of the adolescent's personality, rather of their vulnerability as a child in care. In the context of autonomy development, this model of insecure attachment leads to more difficulties for young people to overcome their institutional dependence and choose to manage their own life with greater independence. They experience high levels of stress, anxiety and loneliness in their transition to independence (for example, going to college or university), as well as less willingness to seek and trust other supportive figures.

All of these point to the conclusion that usually secure attachment is expected to bring about more positive results during adolescence, especially in developing autonomy, while insecure attachment is expected to entail a number of social, emotional and behavioural challenges. The expectation is that secure attachment can facilitate adaptive psychosocial functioning during adolescence, especially as regards competence for social relations.

In conclusion, we can say that when care professionals support the development of adolescents' autonomy, they should bear in mind the link between attachment – secure or insecure – and the ways in which autonomy is managed during adolescence. Secure attachment and support for autonomy often go hand in hand.

3. How can alternative care professionals develop autonomy in children and adolescents?

The key issue professionals need to deal with is how they can support and improve the developing capacity of young people for autonomy.

Therefore, the **main tasks** to solve are:

> How children and adolescents learn to make choices;

> How to balance between the rules and requirements from adults and developing the ability to "separate" from adults;

> How to develop decision-making skills;

> How to develop in children a series of interrelated but not necessarily equivalent aspects of functioning such as independence, competence and self-confidence.

Although autonomy is regarded as in intra-individual characteristic of adolescents, in fact it is developing in the interpersonal context and as part of the adolescent's relations with others – adult caregivers, other adults and peers.

This is why we can think of autonomy development in two aspects – autonomy as a stage in the individual's development, on the one hand, and autonomy referring to the individual's ability to think, feel and take own decisions, on the other. **In the sense of these two aspects,** the objective of this Programme is to provide a theoretical framework and practical guidance on how adolescents in alternative care can develop autonomy and how professionals can help them do it.

One of the most important tasks for each adolescent is to develop particular skills to help them manage their own life and make positive and constructive choices. Adults can help them develop self-government, responsibility-assumption, independence, decision-making skills, all of which being covered by the term 'autonomy'.

The autonomy development process does not end at the end of adolescence. In the course of the entire stage of full age and maturity, autonomy keeps undergoing development anytime someone is challenged to act at a different level of independence. We often take autonomy for independence and vice versa but from the perspective of adolescence, they mean different things. Broadly speaking, independence refers to the adolescent's capacity to behave like a self-reliant person. Developing independence is by all means part of developing autonomy from the point of view of understanding adolescence; autonomy, however, means much more than acting independently. It means thinking, experiencing, taking moral decisions that are indeed one's own rather than following other people's beliefs (according to Laurence Steinberg, an American psychologist studying adolescent development).

As the adolescent grows, their personality has an increasing number of opportunities to manage their own behaviour. Since their autonomy is developing via their relationships, the adolescent spends more and more time outside the direct supervision of the adult. If adults

seek to satisfy the adolescent's requirements, this is critical for developing a healthy way of managing one's own behaviour. Thus, the adolescent learns how to be less dependent on adult control and develop self-control skills. The tree types of self-control are:

> Decision-making

> Independence/ self-reliance, capacity to rely on oneself

> Observing standards and rules under group pressure – conformism.

The ability to **take decisions** improves when the individual reaches maturity and adulthood. During adolescence the individual starts to think in abstract terms, broaden their horizons and widen their range of options, see the possible consequences of their actions. They start appreciating the value of other people's advice and realise that other people's advice can influence their own personal opinion.

The capacity to rely on oneself (self-reliance) grows with age. Despite this, young people often believe they acted of their own accord; adults, however, can be of the opinion that the young people's decisions have been influenced by their friends.

Conformism too is very topical when it comes to adolescence. Sometimes it is established through peer 'pressure'. This means following friends or others when it comes to behaviour and opinions. Young people are more inclined to peer conformism in their mid-adolescence – around 16-17 years of age. In preadolescence adult influence is stronger. Peer pressure grows with age but, when the autonomy construct is better developed, some teenagers are often less affected by peer pressure because they are learning to take their decisions independently of their peers.

Autonomy development with young people has to do with **three types** of autonomy:

1. Emotional autonomy

2. Behavioural autonomy

3. Cognitive autonomy/ autonomy of values.

Emotional autonomy is related to emotions and personal feelings and how adolescents treat the people around them. It is primarily about **the quality of the relationships** the adolescent enjoys with others.

In early adolescence young people move away from dependence on their parents and receive emotional support from others, mostly peers. They become more deeply involved in relations with friends; they begin to develop intimate relations. Emotionally autonomous teenagers are better capable of finding own solutions or asking friends or other adults outside the family for help as opposed to relying on their parents only. They raise questions related to self-perception and self-assertion. If a secure-attachment system is activated, these questions are placed in the context of the quality of their relationships with their parents. Autonomy is manifested also in giving consideration to the management of one's personal relations ("Don't meddle in my things, please!", "I can manage", "Don't ask me questions, please"); in the presence of own set of beliefs and values; in the need for approval of things that are part of the adult-child relationship but not for every single thing; autonomy to judge to what extent it is their fault. What is also characteristic

is deidealisation/dethroning of adult caregivers by adolescents and their starting to be perceived as people who can make mistakes and can experience and express even negative feelings. This continues into early and mid-adolescence. In late adolescence, young people are more independent and they do not so much rely on others, be they parents or peers.

Emotional autonomy covers some important aspects of the process of gaining autonomy but focuses primarily on the processes of separation and individualization.

The term **'behavioural autonomy'** is widely used to cover a number of aspects of the functioning of adolescents, both within and outside parent-adolescent relations. Behavioural autonomy refers to behaviour, to the ability to take decisions independently and follow through with these decisions in the way one behaves; it is defined in terms of greater self-confidence and self-regulation.

Behavioural autonomy is mostly determined by the **decision-makin**g models in the family and the **extent and forms of supervision and control** on the part of caregivers. Authoritarian parenting limits autonomy; decision-making solely by adolescents is a result of a too- empowering parenting style. Joint decision-making, where both parties contribute to the discussion and/or have a say in the output, is believed the best support for adolescent autonomy. The latter style of encouraging autonomy is also in harmony with an authoritarian style of parenting which strikes a good balance between responsiveness and requirements, and, therefore, is characterised by strict control while still allowing negotiation and sharing one's point of view on rules and consequences. Adults should realise that adolescent's capacity to think is also changing and developing. Adolescents become aware of the numerous ways to regard a situation. They start looking for advice from others and are capable of comparing between options. They also think about the effects of their decisions. They begin to feel more confident in their own decision-making abilities.

The extent of supervision and control by caregivers over adolescents' behaviour can be viewed also as an assessment tool for behavioural autonomy. This means to what extent adults know about the daily life of their teenagers, as well as to what extent they control the latter's behaviour. It is not direct control and tracing their behaviour that promotes autonomy in adolescents but the knowledge about their daily routines and behaviours outside the family environment. Specific situations and areas in which adults can control teenagers' behaviour and the way in which to do it (for example, choice of friends) are presented below. High levels of control are believed to restrict adolescent autonomy.

As with emotional autonomy, with behavioural autonomy peer pressure supercedes parental influence. This is achieved between 15 and 18 years of age.

Cognitive autonomy (also called autonomy of values) can be interpreted as the adolescent's ability to develop own thoughts, values, opinions which can be in correspondence with those of adults (or peers) or not. Verbal autonomy is the behavioural expression of cognitive autonomy: the ability to clearly state and /or affirm one's own thoughts and feelings in the interpersonal context. Cognitive autonomy develops in the **interaction** between the adolescent and adults.

The adolescent's capacity to think in abstract terms helps them see the differences between general and specific situations and express their views using higher-level thinking. Developing cognitive autonomy means that the teenager has the chance to consider their own value system. In this way, the adolescent makes their own independent conclusions

about their own values, not just copying the value set of others. Cognitive autonomy is about the joint communication between the adolescent and the caregivers in which adults restrict or intervene during the discussion.

Cognitive restriction includes diverting, restraining or indifferent behaviour; emotional restriction includes behaviour which is too satisfactory, condemnatory or depreciating. Developing cognitive autonomy includes focusing, problem-solving, curiosity and explanation; the emotional aspects are acceptance and empathy on the part of adults.

In conclusion, the correlation between autonomy development in adolescence and adolescents' social functioning needs to be emphasized. The environment which supports the development of autonomy in adolescents promotes interpersonal competence and the quality of peer relations. The style which restricts cognitive or behavioural autonomy is associated with inadaptive social functioning. In conclusion, secure attachment vs insecure attachment, irrespective of whether it is assessed in terms of the overall state of the mind or the attachment style in particular relations, is consistently related to social functioning. Adolescents who have developed secure attachment and autonomy demonstrate high levels of social competence and skills, especially as regards intimate relations, which turn into a more important feature of friendship during adolescence. To take this further, there is also an interrelation between autonomy, the quality of attachment and behaviour patterns in adolescents who are on the verge of breaking, or indeed break, the law. This correlation determines the capacity for social functioning, which can be too limited as a result of overprotection or strong separation, "severance" from the caregiver.

4. Organisational and practical models for developing autonomy in children or young people in alternative care

As indicated above, under conditions of care outside the biological family, the personalilty and social factors are a significant influence and predetermine the ways in which young people can develop autonomy. Personality factors are determined by the quality of the attachment system the young person has, including the emotional bonds developed with, for example, their adoptive mother or other caregiver. Social factors relate to the environment in which they live and how it is organized, how the young person is approached and treated, and opportunities for wider community inclusion. This means that developing autonomy in children and adolescents in care is a process that **cannot possibly** happen solely within training sessions.

Autonomy is developing at different times for different people. Not all 15-year-olds have the same level of behavioural autonomy. Equally, one type of autonomy can develop quicker than another. For example, one adolescent can be an independent thinker but they might not feel that it will be a good idea to act on their thoughts.

Autonomy with young individuals acquires social meaning in the context of today's global society. The labour market is constantly developing and young people too are required to be able to enhance their skills, competencies and qualifications.

The European Commission is working with EU member states to strengthen the "key competencies" – knowledge, skills and attitudes that will help young people do well on the personal and professional plane and participate in social processes. These key competencies include "traditional" skills such as communication skills in one's mother tongue,

in foreign languages, digital skills, literacy and key skills in mathematics and science, as well as horizontal skills such as learning to learn, social and citizenship responsibility and self-consciousness, a sense of initiative and entrepreneurship, cultural awareness and creativity.

Horizontal skills such as learning to learn, a sense of initiative and entrepreneurship are particularly important for young people who are entrusted to the system of state-provided care, due to the lack of family support and practical models for them to cope with the numerous career challenges.

The European Reference Framework (ET 2020) sets out eight key competencies. They should be taken into account by care professionals when they support young people, in the different strands of work, to develop their autonomy. These are:

1. Communication in one's mother's tongue
2. Communication in foreign languages
3. Mathematical competence and basic competencies in the field of science and technology
4. Digital competency
5. Learning to learn
6. Social and citizenship competencies
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The acquisition of these key competencies helps develop autonomy because it prepares young people to take decisions and take care of themselves. As far as adolescents in care are concerned, this process requires special knowledge, skills and efforts on the part of professionals due to these young people's high level of vulnerability, higher institutional dependence and due to the specifics of their individual needs which, most often than not, are different from those of the young people taken care of in their family of origin.

The formal ways for professionals to work with them in a targeted manner are individual and group ones, forming several strands.

4.1. Autonomy can be developed and 'practiced' through inclusion of the young people in group **work programmes**, which could focus on several main topics:

Personal development and development of social skills for:

> Self-knowledge, self-exmination and self-assessment
> Self-projection and own style
> Identity
> Self-confidence
> Anger management
> Assertive behaviour
> Decision-making/ problem-solving

> Tolerance

> Teamwork

> Communication

> Emotional intelligence

> Planning and objective setting

> Critical thinking.

Practical skills and competences for:

> Motivation to continue one's education

> Planning one's own development

> Time management

> Career orientation and choice

> Planning and operating own budget

> Looking for housing and cohabitation

> Preparation for family life

> Proactiveness

> Sense of and skills for entrepreneurship

> Looking for work and finding a job

Group programmes are planned and developed in compliance with the specific conditions of care provision. They take into account the resources available – community and personal. They correspond to the young people's individual level of development and capabilities, as well as the expected time of care leaving. They are organized in several main sessions of 60-90 minutes each. The sessions include a number of interactive methods that stimulate the activeness of children and young people (experiences, feelings, thoughts, behaviour) and lead to personalizing knowledge; they demonstrate tolerance for the value and unique nature of each participant in the group by promoting personal commitment; learning via moulding and practicing one's skills. Some sessions can include specialists from other sectors.

4.2. Individual forms of support to young people for developing autonomy. They can be implemented as part of the daily routines in the care centre, taking the form of a mentoring programme, individual counselling and accompanying the young person in their preparation for care leaving. Individual forms of work are integrated within the overall case management work and are decided upon based on the overall assessment on the young person, including assessment of their needs, problem zones, resources and risks at the time of care-leaving.

Here we pay particular attention to the individual counselling sessions on specific topics where the young people are being informed and advised with the help of the professional. In this way the young people get the chance to reflect on their own resources, competencies and capacity for coping independently in particular situations, meanwhile developing attitudes and skills, planning their future.

Counselling sessions are based on the specific needs identified for the young person and their individual rate of development of various skills and competencies. The following can be used as examples of topics for individual counselling work with the young people:

> Active listening

> Employment seeking and applying for a job

> Developing own project

> Problem solving

> Wording and setting personal objectives

> Deciding on one's priorities

> Drafting a personal budget and managing one's money

> Weighing options and making a decision

> The other's point of view

The proposed topics for group and individual work by no means represent an exhaustive list of the possible topics. They are meant as guidance for targeted and planned action by professionals who are to contribute to the young people's autonomy development.

Their combination and parallel implementation with other approaches to organizing care (the daily routines), with personal approaches to the young people, as well as with creating trust and a relationship with them, provide good opportunities to prepare the young for life outside the institution or foster family and ensure personal development at a different level, despite the challenges in life they experienced.

4.3. Approaches and practices in organizing care

The way care is organized matters a great deal for the development of autonomy in young individuals.

For example:

At a care centre

> Clear rules and requirements for shared living, to be determined with the participation of the users themselves;

> A structured plan of the day including activities that combine learning, leisure, care for one's personal space, care for daily requirements, celebrations and routines, private time, group and individual occupations, implementing tasks and feedback from adults;

> As regards the physical environment – separated-out spaces for sleeping, personal hygiene, meals, group and individual work, food preparation, leisure, other occupations; rules for using and maintaining these.

> Involvement of children and young people in taking particular kinds of decisions concerning their communal or personal life;

> A member of staff with whom a special relationship, a relationship of trust is developed;

> Attitude of unconditional acceptance of the personality;

> Approaches by adults based on the strengths and resources of the young people, positive attitude to their achievements.

In a foster family/ the family of close friends or relatives

> Setting rules and boundaries in the family, again negotiated jointly with the child or adolescent;

> Negotiated structured plan of the day including activities that combine learning, leisure, care for one's personal space, care for daily requirements, family celebrations and routines, private time, individual occupations, implementing tasks and feedback from adults, participation in activities that are of interest and leisure time outside the home;

> Involvement of children and young people in taking particular kinds of decisions concerning their family or personal life;

> Emotional bonds, a relationship of trust with the family;

> Clarity about the future;

> Attitude of unconditional acceptance of the personality;

> Approaches by adults based on the strengths and resources of the young people, positive attitude to their achievements.

5. Practical guidance for professionals as regards approaches and way of communicating with the young people

The young person's separation from the family or care is a normal part of their growth, while conflicts are a normal part of adolescent years.

How can adults help?

> **Define clear and consistent expectations.** It is important that adults and adolescents are open to talking about the rules and revising them together. If adults are more flexible and good listeners, adolescents are more likely to turn to them for advice and guidance.

> **Open communication.** Open discussion about school rules and values. Some rules should be amended to meet adolescents' needs. They need to learn to manage their own life but they also need guidance and support from caregivers and the community. Talk to adolescents about values, even if you find some topics challenging. If autonomy is developing, it is normal for adolescents to turn away from adults and go to their peers for help. Do not blame adolescents for listening to their friends and seeking their advice. Talk to them instead. Ask them what their friends would do in a situation like this and why. Encourage adolescents to find the actual reasons behind the position of their peers and comment on the respective situation from a different perspective.

> **Discourage rebellion.** Sometimes adolescents rebel against and defy authority in its various forms. How to avoid rebellions? Talk about changes and test what these changes mean. By means of a discussion – understanding their point of view and the

situation in which their point of view is valuable. Adults can help young people imagine the effect, good or bad, from their own behaviour. Adults and adolescents cannot see the effects in the same way. For example, the adult might have no problem with a negative evaluation of a friend but it can be a terrible thing for an adolescent.

> **Keep your head.** Do not worry about adolescent incompatibility. Adolescents turn to their peers for opinion, especially on **social issues**, but they turn to adults when they want facts and advice, about values, **ethics and future plans.**

> **Involve adolescents in decision-making.** It is very important for adults to give clear instructions and guidance. Adolescents need to have a chance to take the lead in their own lives. They need to contribute for their community. Let them respect and get involved in community and family projects. Ask them what they think and include them to help make the decision. Start with easy tasks and let adolescents be more involved in gathering information and helping for decision-making.

> **Let them decide for themselves** about:

>> Their own hairstyle;

>> Cleaning and organizing their own room/space;

>> Selection and purchase of their own clothes;

>> After-school activities;

>> Bedtime.

> **Decisions about important activities.** Adults and adolescents need to have a joint discussion about the following but the final say on these is the adults':

>> Time to return home in the evening (curfew);

>> Making acquaintances;

>> After-school work and volunteer work;

>> Driving;

>> Spending money.

> **Adolescents need to be involved in decisions** such as:

>> Planning a vacation;

>> Organising a celebration;

>> Planning about meals;

>> Purchase of furniture and belongings.

> **Support to develop a set of values.** Adolescents will soon be running their own lives and having to make difficult choices. They learn best through practice. Give them a chance to work through difficult decisions prior to care leaving, which will allow them to practice while still in a capable and secure environment and network.

>> Be warm and unconditionally accepting but also adamant and just and set rules. Set your own rules and talk to adolescents about discipline;

>> Let them take more responsibility for decision-making and leadership, both at school and in the care centre. Follow them through with their own ideas;

> Allow them to have a voice in decision-making, empower the peer group and the advice group. Let them know about the help they give and respect what the value is in this;

> Look for opportunities to discuss policies, ideas and moral standards;

> When you hear the opinion of the young person, encourage them to explain the reasons behind it;

> Help them learn about participation in social and political events in the community, and also about voting and voter turnout, rallies, peaceful protests;

> Look for opportunities to talk about the consequences of one's behaviour, both good or bad behaviour. Hold them responsible when they made a bad choice; let them experience cause and effect as triggered by their own behaviour;

> Do not forget about the help young people provide with various activities, with task implementation and thank them for what they do.

6. Structure of the counselling session

This part of the document will present in most general terms the nature of the counselling process as a main method of individual work with children and adolescents to develop their autonomy, to recover and optimize the social roles, and develop communication standards and models. Unlike group work, the individual meeting between a professional and a young person on a particular subject has the following advantage: "consultative interaction between the client and the counsellor based on the "client-centred therapy" philosophy is at the heart of counselling (C. Rogers). The main objective of the social worker in the process of individual counselling is to help the young person understand that they have the power and capacity to steer their own destiny/ life path. In such type of interaction the young person is encouraged, motivated and assisted to feel satisfied, to gain confidence and self-reliance, to turn to their strengths, experiment with and master new behavioural models, test their skills to take decisions and make choices in what is a safe and protected environment controlled by a professional. The objectives of a counselling session are determined based on the young person's individual needs, desires and attitudes.

A counselling session lasts 50 to 90 minutes. It is negotiated, planned and prepared in advance by the professional and the young person themselves. The reasons behind it are the problem areas in the young person's development, as found in their needs assessment and the subsequent planned support activities. It is part of the overall process of developing the respective skills and competences.

The counselling session has the following structure:

Duration	Stages	Activities
Preliminary phase	FORMULATION OF KEY IDEAS	Preliminary preparation: ❯ Choosing a topic; ❯ Identifying the adolescent's needs as regards the respective topic; ❯ Formulating the main ideas; ❯ Carefully considering and selecting the main activities; Preparing work materials.
10 minutes	SESSION OPENING AND TOPIC INTRODUCTION	❯ Welcoming; ❯ Taking seats; ❯ Techniques for relaxing and relieving tension; ❯ Developing a sense of security and acceptance; reaching the stage of mutual trust; ❯ Presenting the topic and the key ideas; ❯ Explaining the objectives; ❯ Feedback from the adolescent to add or share other ideas.
10 minutes	EXPLORATION OF THE TOPIC	❯ How does the topic feature in a person's life; ❯ Actions and behaviour of the adolescent in specific situations; ❯ The social worker (SW) is listening actively; they are sincere, emphatic, well-intentioned, non-judgemental; ❯ The SW encourages the adolescent to fathom the topic and their own feelings; ❯ The SW notes the adolescent's non-verbal behaviour.
10 minutes	BILATERAL CONSIDERATION OF THE TOPIC	❯ Analysis of the topic for the adolescent in all its aspects; ❯ Guiding them through the consequences and effects of the selected solutions/options; ❯ Exploring the adolescent's personal experience on the topic; ❯ Reaching a shared understanding about the nature of the topic;
40 minutes	REFLECTION ON THE TOPIC	❯ The SW provides information, offers techniques for careful consideration of the problem, for practicing one's skills, and directs to reflection and analysis; ❯ The SW asks open questions and encourages the consideration of possible options that the young person finds appropriate and realistic; ❯ Clarifying and discussing possible solutions/ options; ❯ Analysing the selected options and actions; ❯ Helping for the formulation of additional options; ❯ Does not impose their own decisions; ❯ A list/ set of options is draw up; ❯ Self-reflection

15 minutes	CHOICE OF OPTIONS	❯ Analysing the selected options; ❯ Guiding the adolescent through the most suitable and plausible options; ❯ Drawing a plan; ❯ Means and ways to check the suitability of the selected option; ❯ Summing up.
5 minutes	CLOSURE AND FEEDBACK	❯ Evaluating the change – what happened as a result? ❯ Feedback; ❯ Exploring experiences, feelings, level of satisfaction; ❯ Planning next steps; ❯ Closing the session.

7. Example of a counselling session on decision-making skills

(Used materials from **Book 6 Training in Thinking Skills for Young People in Conflict with the Law,** Handbook for Professionals, SAPI, 2017)

TOPIC: DECISION-MAKING SKILLS

❯ **Key ideas and objectives:**

1) Know and consider carefully the types of choices in life;

2) Develop analytical, information-consideration and decision-making skills;

3) Develop a sense and an understanding that decision-making skills can be developed and one gets better with time;

4) Consider and master different approaches for taking independent decisions;

5) Develop a sense of responsibility in decision-making.

❯ **Session opining and topic introduction**

Welcome, rules and roles

Welcome the young person and invite them to feel at ease and comfortable. Explain about the communication and confidentiality rules. Make it clear that when sharing opinions and ideas you are both equal players and within the session power- and subordination-based roles are inadmissible to assume. Tell the young person your roles are of a counsellor and a counselee and explain what this means. Keep making a point of your role as a supportive, encouraging and guiding adult.

Introduction of the topic

Present to the young person the purpose of the meeting and the importance of developing decision-making skills. Ask them if they have other ideas – about the topic or any other related topic – which they want to discuss.

Creating trust and good atmosphere for sharing

Invite the young person to share some pleasant experience of theirs from the last week or so. If they find this difficult, direct them to a specific situation (the professional has familiarised themselves in advance with interesting moments from the last week or so that took place in the Centre or, genrally, any situation related to the young person). It is possible that the young person shares something the SW and the caregiving team do not know about. To invite dialogue and a relationship of trust, the SW can start by sharing a pleasant experience of theirs. Encourage the young person to share what it is that makes this experience pleasant, what feelings it evoked.

Associations with natural phenomena

Invite the young person to associate their present mood or feelings with a natural phenomenon. If they find this difficult, provide an example with your feelings.

> **Exploration of the topic**

The decisions in life

In order to introduce the topic, summarize what happened up until now, drawing the conclusion that every human action involves decision-making – in this particular session, one needs to decide which particular story to tell, which natural phenomenon to associate it with, etc. Some decisions are easy, others – difficult. This is why we need to develop our decision-making skills. Decision-making and problem-solving are two basic areas of life, no matter if we are at home, or in the office, with friends or at school. Whatever we do, wherever we are, we are facing countless problems and solutions, big or small, every single day.

Many problems and solutions are so small we cannot even notice them. Even some small decisions, however, can be overwhelming for some. They might pause before them, not knowing what to do.

My solutions

Ask the young person to think and give an example of some such small decisions.

For example:

> Tea or coffee?
> What do I want in my sandwich? Or should I eat salad today?
> What clothes do I need to wear today?
> Shall I buy this sweatshirt with my own money or shall I save it?

Ask the young person to share about other types of decisions which they have to take and which also affect other people.

For example:

> Should I go home in time for dinner to the Centre where I live?
> Shall I telephone my friend and suggest we play a little football?

> Should I tell the girl I like what I feel for her? Do I really want to be dating her and spending more time together?

There are decisions which have a long-term effect on the personal plane. Encourage the young person to think about such decisions and share about them too.

For example:

> Shall I play truant because I will get tested?

> Shall I continue my education or look for a job?

> What profession to choose?

Open a discussion about the difficulty of taking decisions and why it is important to develop this skill. Ask the young person what they think it is to make a decision?

> **Bilateral consideration of the topic**

What is to make a decision?

Tell the young person that sometimes making a decision means choosing between two options. Sometimes it is external circumstances that make you take a decision (for example, the road is forked and you need to decide which way to go). More often than not, however, it is us who decide to make a decision and we can prepare for this. This is why we can take a decision by using various skills to consider the situation carefully and take an informed decision.

Give an example. Decision making is like making a cocktail. You take different drinks and mix them suitably to get a pleasant cocktail drink. Same with decision-making – you use your skills, apply different techniques you know, mix them suitably, reminding yourself what your objectives are, then you identify the options, carefully consider the consequences and effects and, naturally, it is important to know the factors (circumstances) that have an influence in order to choose your priorities and decide what to do.

Work with personal experience. Ask the young person to present a situation from their personal life when they had to take a decision - what they wanted to do, what objectives they wanted to achieve. Encourage them to describe a particular situation, desire, intention, dream. Use the situation to guide them through the possible consequences and people affected by their decision.

> **Reflection on the topic.**

The Pros-Cons-Interesting technique

Case study: After a football training session, on his way to the Centre, Victor meets a group of boys from the more senior grades in his school. He knows them and very often spends time with them, even when he has to be in class. They always come up with interesting things, they are fun and Victor very much wants to be part of their 'gang'. Sometimes he even has to accept their suggestions in the knowledge that they are not always right. He says they are his 'friends" who accept him the way he is and he is convinced he can always count on them. That same evening, they offer to go together in some club and have fun, telling him they "made some money" and he need not worry about money. The gang leader tells him now is the time to be a man and show who he is. Meanwhile, Victor has

promised the supervisor on duty to be back by the agreed time and not break the rules, which has been happening a lot recently. Victor needs to decide whether to go with them or go home as promised. Equally, he wants them to like him and is curious where and how they will be having fun.

Ask the young person to imagine themselves in Victor's shoes. Guide the young person with the following questions (DeBono, 2009):

> Why are some decisions easier than others? What makes this decision difficult? What are its pros and cons?

> Which are the most important things they need to consider prior to taking the decision?

> How would they know they took the right decision? Have they considered all consequences and effects?

> How do they want to go about this decision-making: think about the solution or just take a decision and see what happens? And which is better?

Lead the discussion on the case study towards the following ideas:

1. You should always be frank with yourself about the real reason why you are taking a particular decision.

2. You should consider if this decision is reversible or not.

3. Failing to make a decision is in fact deciding to do nothing.

4. Decisions can be very hard to make if you are not prepared to give up one thing to gain another.

5. When you make a decision, you should be using the techniques you know to consider the situation and decide.

In order to make a decision on the case study, suggest to the young person the Pros-Cons-Interesting (PCI) technique. In life we often have to make choices and things have both a positive and a negative side to them; this is why we need to think before we act. The PCI technique leads to an understanding about the pros and cons of each decision/ option, which we need to consider in advance, and about the fact that considering the options by means of structured judgement helps take a decision and make a choice that is motivated rather than based on emotions and bias. To weigh up the options means to consider them for their strengths and weaknesses, and also see what is interesting about the particular idea. This technique can be used in different situations. It is easy to use and produces good results because it is practical. When a person begins to apply it, they learn to take decisions, having considered the options carefully in advance.

Give examples to illustrate the purpose of the technique. (You can use a card game example or a coin example.)

Card game. Explain that when playing cards, good players first consider their cards and then decide how to play them. Using the PCI technique is similar – you first see what you have got, what is the positive, what is the negative or weak side of it, what is worth considering as an option and it is only then that you act.

Coin. Tell them also this technique resembles using a coin – a coin always has two sides (head and tail) and each of them is interesting in their own way because it is different. Both sides of the coin are important and form part of the entire coin. The coin is not a coin if one side is missing.

It is the same with this decision-making technique called PCI – pros, cons, interesting. We consider each idea or solution we need to take by analyzing the cons i.e. weaknesses, and then the pros, or strengths, and then we think about what is interesting about each of them. As a result, we come up with a better considered decision that will prove more useful and constructive.

The PCI technique is applied in the following way:

Idea: „Go to the club with the boys and not go back to the Centre on time"

"Pros" – What do I like about this idea/ proposal? What are the nice things about this idea?

"Cons" – What do I like about this idea/ proposal? What are the bad things about this idea?

„Interesting" – What is it I find interesting about this idea, no matter whether I like it or not?

It is important to note that when using the PCI technique one notes the pros first, then the cons, and the interesting bits at the end.

Summary: The main role and task of the professional is to follow the plan and ask the young person these questions so that the latter can go through the process of considering the ideas and problems, the situations they will encounter, prior to making the decision. In order to master this technique, it is important to do case studies to practice the new skill.

Stages in decision-making

Having gone through decision-making using the PCI technique on the proposed case study, try together with the young person to work out the main stages Victor goes through in order to take a decision.

The effective decision usually involves thinking at several stages, such as the ones described below.

1) Identifying the problem (issue to solve):

This stage includes: finding and recognising a problem; identifying the nature of the problem, defining the problem.

The first stage in decision-making might sound obvious, but it often requires more thinking and analysis. Identifying a problem can be difficult on its own accord. Is there a problem at all? What is the nature of the problem, are there really multiple problems? How can one best define the problem?

2) Structuring the problem:

This stage includes: observation time, checking, fact finding and coming up with a clear picture of the problem.

Following from the identification of the problem, 'structuring the problem' seeks to obtain more information about the problem and an increased understanding. This phase is related to fact finding and analysis of the facts, coming up with a more detailed picture both of the objective(s) of the exercise and the barrier(s). This stage can be of no importance with daily small-scale decisions but it is crucial in solving issues of more complicated nature, for example, should one continue one's education or leave school.

One of the techniques that was used – PCI – is part of this stage because it leads to analysis of the facts and circumstances related to the situation which requires a solution.

3) Looking for possible solutions/ options:

During this stage a number of courses of action are identified. Based on the information gathered in the first two stages, possible solutions to the identified problem are sought. Various options are defined.

4) Taking the decision:

This stage includes careful analysis of the various possible courses of action followed by a choice of the best option to go for.

This is perhaps the most complex part of the decision-making process. By following the previous steps, each potential solution is analysed. It is possible that some options are not feasible due to other problems, such as limited time or budget restrictions. At this stage it is important to consider what can happen if no decision is taken i.e. if nothing is done to solve the problem.

5) Evaluating the implementation:

Implementation means acting on the chosen option. When taking decisions on important situations, one thinks about the consequences and assumes responsibilities for them, including seeking feedback on the effects of the option chosen. This can be achieved through observation and feedback from people affected by the changes that occurred.

Tell the young person that life requires us to take many, very often quite different decisions. Some decisions concern our personal life and the relations we have with other people – friends, close relatives. Other decisions have to do with the position or role we have – at school, at work or as a citizen, etc. The decisions we take at such times affect not only us but also the people around us.

Summarize by saying that when one does all of this, decision-making can be much easier.

❯ Choice of options

Again invite the young person to think about Victor's situation and, following analysis via the technique identifying the pros, cons and the interesting bits about each, encourage them to draw the possible courses of action. Use a sheet of paper to visualize the possible roads to take.

Prepare jointly an action plan, including communication with each of the affected parties in the case study – Victor's friends and the staff at the Centre where he lives.

Summarise about the process you went through with the young person during the session.

Introduce a sense of positiveness about decision-making. This means:

> to see the DECISIONS we have to make as challenges or opportunities to gain from as opposed to insurmountable difficulties where failure lurks large;

> to trust that when we make carefully considered decisions, we diminish the problems, we solve the very problems. It is also important to use positive thinking techniques.

> to trust that by taking independent and carefully considered decisions we have a reason to feel self-confident.

> to be motivated to take independent decisions rather than reject or ignore such opportunities.

> **Closure and feedback**

Ask the young person to share what they think happened during the session. Encourage them to reflect on the following: did they learn something new, what conclusions did they make, do they believe they could use what they learned and in what situations; how do they feel. Direct their thoughts to whether they feel more confident and whether they are aware of the responsibility of being independent in some of their decisions.

You can say that decision-making requires a number of skills such as: information gathering and analysis, objective setting, choice of priorities, planning and organising skills. All of these skills can be practiced in subsequent sessions.

Thank the young person. Agree on the topic and time of your next session.

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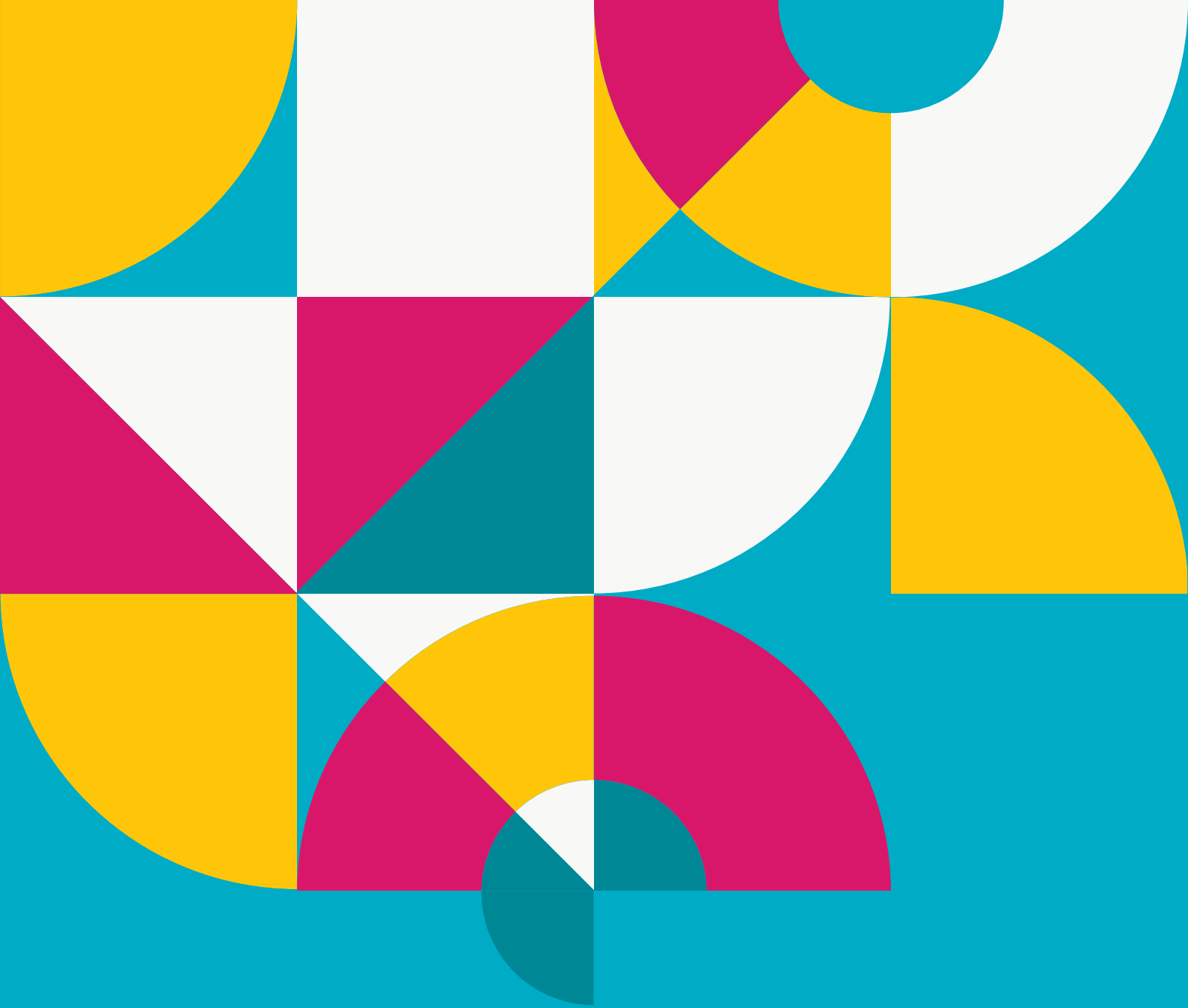
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EDUCATION FOR CITIZENSHIP

No man is an island entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as any manner of thy friends or of thine own were;

MEDITATION XVII
Devotions upon Emergent Occasions
John Donne

Preface

The Objective of this session is to enhance the young people's overall knowledge as to what it means to be "a citizen of a particular state", what democracy and human rights mean and how each individual can participate in public life, as well as develop attitudes and skills for active citizenship.

Definition:

According to UNESCO:

Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.

A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between:

> the individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and

> the citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned.

Definition of education for citizenship (EC)

Education for citizenship is a subject area which aims to promote harmonious co-existence and foster the mutually beneficial development of individuals and the communities in which they live. In democratic societies, education for citizenship supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves.

> Education is intrinsically connected to the development and growth of individuals within a social context. All forms of responsible education are beneficial not only to individuals themselves, but also to society as a whole. Citizenship education, however, has a special connection with the welfare of society and its institutions.

> Education authorities throughout Europe are aware of the need to teach children and young people how to behave responsibly taking into account not only their own interest but also that of others, including the communities of which they are a part. Children must also be taught to understand the role of the institutions that are necessary for a well-functioning society.

> In democratic societies all members have, by definition, a social and political role to play. This typically includes voting and standing for elections, scrutinising public authorities and working for social change. Young people therefore need to acquire the necessary competences to perform these social and political duties. Education authorities in democratic countries endeavour, to a greater or lesser extent, to promote

personal, inter-personal and social competences, in addition to creating awareness of political institutions and practices.

The conceptual framework is centred on four citizenship education competence areas (i.e. areas of knowledge, skills and attitudes).

> Area 1: Interacting effectively and constructively with others, including personal development (self-confidence, personal responsibility and empathy); communicating and listening; and cooperating with others.

> Area 2: Thinking critically, including reasoning and analysis, media literacy, knowledge and discovery, and use of sources.

> Area 3: Acting in a socially responsible manner, including respect for the principle of justice and human rights; respect for other human beings, for other cultures and other religions; developing a sense of belonging; and understanding issues relating to the environment and sustainability.

> Area 4: Acting democratically, including respect for democratic principles; knowledge and understanding of political processes, institutions and organisations; and knowledge and understanding of fundamental social and political concepts (4).

There are a number of other related concepts:

Global Citizenship Education (UNESCO):

Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. Growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning. Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education.

Box 1: Core conceptual dimensions of global citizenship education

Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.

Global citizenship education takes 'a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding' and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation'.

Council of Europe

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168049655e)

"Education for democratic citizenship" means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding, and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to promotion and protection of democracy and the rule of law.

"Human rights education" means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding, and developing their attitudes and behaviour, to empower them to contribute to the development and preservation of a universal culture of human rights in society, with a view to promotion and protection of human rights and fundamental freedoms.

Education for democratic citizenship refers to an educational process that seeks to ensure that children and young people become active and responsible citizens who are able and ready to contribute to the well-being of the society in which they live. The three aims of education for democratic citizenship are 1) to provide political literacy: knowledge of political and civic institutions and social problems; 2) to develop needed skills such as critical thinking, cooperation and active listening; and 3) to promote values and attitudes that lead to active participation and engagement in community life. This complex approach differentiates education for democratic citizenship from the traditional civic or citizenship education, which concentrates on providing knowledge and focuses on loyalty and responsibilities. (Compasito)

In the Bulgarian educational system, *Regulations* No. 13 of 21.09.2016 on *Civic, Health, Environmental and Intercultural Education defines* **civic education** as follows:

Art. 3 (1) Civic, health, environmental and intercultural education shall be interrelated and form an inter-disciplinary set targeted at the acquisition of social, citizenship and intercultural competencies related to health and maintaining a sustainable environment.

(2) Civic education shall aim to develop civic-mindedness and virtues and shall be related to knowledge on the structure of a democratic society, the rights and obligations of citizens and to the skills and readiness to engage in responsible citizenship behaviour.

(3) Health education shall be aimed at developing skills for establishing and maintaining a healthy way and conditions of life and for voluntary change towards a health-friendly behaviour.

(4) Environmental education shall seek to develop environmental awareness, environmental-mindedness and environmentally-friendly behaviour, in their interconnectedness, with a view to knowing the environmental laws, preserving, enhancing, managing and sensibly using the natural resources, as well as preserving the natural environment and the ecological balance.

(5) Intercultural education shall be aimed at acquiring knowledge about different dimensions of cultural identities and about the main characteristics of intercultural relations, serving to develop a positive attitude towards diversity in all aspects of human life, as well as acquire skills and attitudes for constructive interaction in a multicultural environment.

Citizenship Training and Young Care Leavers

Training Content

The Programme follows T.H.Marshall's justification in his book Citizenship and Social Class (Cambridge University Press, 1950), which states that citizenship can be effective when it guarantees access to 3 basic types of rights. Marshall goes on to identify three components of citizenship:

> The civil component, which includes the rights addressing individual freedoms; for example, the right to freedom of expression, of religion, the right to have access to information;

> The political component e.g. a group of rights addressing the political domain such as the right to vote, to participate in the exercise of political power and the right to fair trial, etc.;

> The social component, which relates to the right to the prevailing standard of living and equal access to education, health care, housing and a minimum level of income. (source: COMPASS)

Risks when working on the subject with young care leavers:

> Low level of communication skills, especially when it comes to young people with disabilities;

> Lack of interest and trust in the objectives and intentions of citizenship education, as well as a feeling that this topic 'does not concern them' (they feel it is removed from and unrelated to their lives)

> Unwillingness to discuss some of the topics since, in their opinion, this can lead on to some negative consequences for them;

> It is irrelevant to be concerned with the topic: for some, citizenship education is too remote when you think of all remaining daily survival needs. It does not make sense to them to devote time to this topic; also, it can be very difficult from a practical point of view for those who are in the process of starting an independent life.

Duration - Session 1 should be completed within a single day, duration 8 hours

The Trainer is a social worker or a psychologist (he/she can also come from a residential care institution) or a member of the foster care team.

Target Group It is envisaged that 4 to 8 children in the process of preparation for care leaving should take part.

Indicative Programme with time slots:

9,00-10,30	Introductions, warm-up, adoption of group rules for work What is citizenship education?
9,30-11,00	Break
11,00-12,30	Thinking critically, including reasoning and analysis, media literacy, knowledge and discovery, and use of sources
12,30-13,30	Break
13,30-15,00	Acting in a socially responsible manner, including respect for the principle of justice and human rights; respect for other human beings, for other cultures and other religions; developing a sense of belonging; and understanding issues relating to the environment and sustainability.
15,00-15,30	Break
15,30-17,00	Acting democratically, including respect for democratic principles; knowledge and understanding of political processes, institutions and organisations; and knowledge and understanding of fundamental social and political concepts Reflection and conclusion

Detailed Programme

9,00-10,30	Introductions, adoption of group rules for work What is citizenship education?

Introductions

All sit in a circle for equality's sake.

The Trainer introduces himself/herself and the session's objective: participants are to acquire basic knowledge as to what it means to be "a citizen of a particular state", what democracy and human rights mean and how each participant can participate in public life.

The Trainer then does an introductions exercise. He/she explains that it is good for all participants to get to know each other prior to the beginning of the Programme.

The Trainer goes on to hand out an A4 sheet and a marker pen to each particiapnt. The group is asked to face with their backs the centre of the circle. Then the Trainer invites all participants to attach the sheet of paper to their faces without taking it off before they are told to. Then the Trainer asks the young people to draw the shape of their head and go on

to add a mouth, nose, eyes, eyebrows, hair and ears. Finally, the Trainer asks everyone to write their names.

Then the Trainer asks everyone to take their portraits off their faces together and turn to face the centre of the circle.

All look at everyone's portraits and the Trainer now asks everyone in turn to give a short description of their portrait, starting with 'My name is…..'

It is best to attach the portraits to the wall and leave them there till the end of the session.

Required materials: A4 sheet of paper, marker pens, blu tack or paper adhesive tape for attaching the portraits to the wall

Duration: around 15 mins.

Adoption of group rules of work

All present sit comfortably in a circle and look at the Trainer. He/she explains that all participants are equal as members of the group and their contribution is valued. The next thing to do is group rules, the Trainer inviting the participants to develop them themselves. Usually young people come up with several rules, such as "No interruptions when one speaks", "Listening to each other", "No use of mobile phones during sessions", "No late-coming", etc.

The Trainer discusses with the entire group each of the proposed rules and if the group approves them, they get written down on the flipchart.

It makes sense to adopt also rules of the kind: "No insults", "There is no wrong/stupid opinion", "Everyone has the right to express their views".

Upon adopting all approved group rules, these are to be attached to the wall and stay there until the end of the session. If necessary, the Trainer can refer to the rules in the course of the day..

Required materials: flipchart, marker pens, blu tack or paper adhesive tape for attaching flipchart sheets to the wall

Duration: around 10 mins.

What is citizenship education?

Perhaps some of the young participants have been exposed to the topic at school. Despite this, it is possible that they are unaware of this initially. For this reason, it makes sense for the Trainer to define 'citizenship education', using the UNESCO definition.

Thus, this session is to focus on the main objectives of citizenship education:

1) Contribute to political literacy: knowledge about the political and civic institutions and about social problems;

2) Develop critical thinking, cooperation and active listening skills;

3) Promote values and attitudes which lead to active participation and involvement in community life.

The Trainer explains that the two pillars of citizenship education are: human rights (most importantly civil and political) and, respectively, the related values, as set out in the Universal Declaration on Human Rights and democratic society, where the structure and organisation of the state and the main components of democratic society are set out, such as the rule of law, fair and independent trial, free and independent media.

The young participants are then split into two groups approximately equal in size. It is explained that Group 1 will work on Human Rights, while Group 2 on Democracy and Governance.

Handouts are given to each group.

The group working on Human Rights gets a list of human rights (Annex 1, COMPASS), while the group working on Democracy and Governance gets pictures of government buildings, those of the Parliament, the Council of Ministers, the President's Office, a court house, being by all means part of the set.

Human Rights Group

Materials: Rights Bingo (Annex 1)

The Trainer explains that the Group should draw pictures presenting each right. The other group then is to guess which right is on the picture. The Group writes down the respective right at the back of the sheet in advance.

Drawing time for the Group – half an hour.

Democracy and Governance Group

Materials: A4 pictures of: the Parliament, the Council of Ministers, the President's Office, a court house, as well as of leading politicians from the party in power and the Opposition, and a well-known mayor (Annex 2).

The young people should list on a sheet of paper the main roles/ functions of these institutions and parties.

Drawing time - half an hour. The other group is then to guess which institution is responsible for these rights.

After assigning the tasks, the Trainer should actively help both groups.

The Trainer invites each group to show their drawing or present the functions, while the other group is to guess. To make things easier, the Trainer might hand out a copy of the initial handouts for the two groups, the Rights group receiving the pictures and the Democracy and Governance Group – the resume of the Declaration on Human Rights.

Required materials: list of rules, pictures

Duration: about 1 hour

What is civic education

9,30-11,00	Break
11,00-12,30	It is always good to have a little drink – water, juice, tea, as well as some sweet and savoury nibbles.
	Critical Thinking

The Objective of the Session is to work towards developing critical thinking skills: identifying problems in the community, finding good reasons to start work on solving these; working with various sources of information and finding reliable information, media literacy.

At the end of the session the young people should be able to distinguish between a fact and an expressed opinion and identify actual problems in the community.

Media literacy

The Trainer asks the young participants to familiarize themselves with the newspaper clippings. He/she asks them to discuss as a group which of these articles present data and facts and which express personal opinions – 20 mins. He/she asks them if there are also articles where you get both. If yes, how would they interpret the data only? Do they agree with the author's interpretation or the data could also mean a different thing?

Required materials: newspaper clippings (see examples of articles in Annex 3)

Duration: around 30 to 35 mins.

Identifying a problem in the community

The Trainer splits the young people into two groups. Then he/she asks them to think about a public or social problem in their near environment which affects them in one way or another. Each group lists several problems and writes them down Duration: about 5 mins. The Trainer asks the young people to discuss the different problems in their small groups and choose one issue that they think important and which they choose to work on. They have about 10 mins for this. After each group has picked a problem, the Trainer invites the young participants to discuss what they know about the problem, what the facts, opinions, and consequences are. The Group identifies a speaker who is later to present the findings of their small-group discussion before the large group.

Duration: 20 mins.

Then the Trainer asks first one of the groups and then the other to present their views before the entire group.

The core questions the young people should have answered are:

> What is the identified problem?

> What do we know about it?

> What makes us sure in our knowledge?

> What are the consequences of this problem?

It makes sense for these questions to be handed out in writing to the young people so that they can bear them in their minds throughout.

The other group can ask questions during the presentation.

Presentation time: 10 mins

Required materials: marker pens, flipchart

Duration: around 40-45 mins.

Seeking reliable information

One of the main challenges we face is the huge amount of information around us. Young people find it difficult to know what information is reliable.

Thus, the objective of this brief exercise is for the young participants to learn how to differentiate between the various sources of information. They will need Internet access.

Divided in two groups, participants are asked to seek facts on the problem they identified, making a list of the sources of information.

Then, together with the Trainer, they discuss:

> Is this an official source of information?

> Are the conclusions based on some data or, rather, on opinions?

> What are the arguments in favour of the current state of play?

Required materials: access to a device connected to the Internet

Duration: around 10-15 mins.

12,30-13,30	Lunch
13,30-15,00	Acting in a socially responsible manner, including respect for the principle of justice and human rights; respect for other human beings, for other cultures and other religions; developing a sense of belonging; and understanding issues relating to the environment and sustainability.

The Objective of the Session is to equip participants with basic skills for socially responsible behaviour, respectful of others. The Session involves explanation of and practical work on the concepts of justice, fair trial, and respect for human rights. In addition, the Session seeks to make sure young participants understand the interconnectedness of various actions and also that each individual is valued.

At the end of the session young people should understand that any action or inaction of theirs is affecting their lives.

Promoting creative thinking

The Trainer splits the young participants in groups. He/she provides 5 random DIXit cards to each pair, asks the participants to arrange the cards randomly and come up with a story based on them. The pairs have approx. 20 mins to think up a story. Then the pairs are asked to present their story to the rest of the group.

Required materials: DIXit or similar cards

Duration: around 30 mins.

The ripple effect

As a start, the Trainer makes a simple demonstration. In a baking dish or some similar pan, he/she drops from a short distance a small ball and everyone observes the ripple effect. The Trainer drops the ball in different places in the dish so that the young participants can see that the ripples always reach the end of the pan. Then the Trainer explains that just as the ball causes a ripple effect, each human action produces effects (5 mins).

The Trainer goes on to divide the group in two and asks them to think about two situations they are presented with (Annex 4) and what effect they produce on the personal, community, national and international plane.

It is possible that the young people do not know enough about the way the institutions in the case studies work, hence the Trainer should support them by explaining the roles of the various players. Besides, it is important for the Trainer to direct participants to a place they can get the information they need.

Then the roles get swapped – each group is assigned the case study on which they have not worked yet (time for each case study: 20 mins).

The two groups go on to discuss their decisions for action and how they believe these will affect others (10 mins).

Required materials: large, shallow container for water such as a baking dish, a small ball, water; case studies

Duration: around 60 mins.

15,00-15,30	Break It is always good to have a little drink – water, juice, tea, as well as some sweet and savoury nibbles.
15,30-17,00	Acting democratically, including respect for democratic principles; knowledge and understanding of political processes, institutions and organisations; and knowledge and understanding of fundamental social and political concepts. Reflection and conclusion

The Objective of the Session is for participants to think about the way decisions are taken in a country, what the role of the various players in the process is, what the core social and political concepts are.

At the end of the session young people should have a better understanding of the way decisions are taken in contemporary society and the roles of the various social groups in the decision-making process.

Role play

The Trainer splits the young participants in 4 groups of 2 or more (depending on the total number of participants). He/she assigns the following roles: the ruling party, the Government, the NGO and the Opposition.

Then he/she uses the following assignment:

Imagine you are in a country called Utopia. Utopia is a country with democratic governance, the most serious issue there being young people finding a job. Out of the 1000 young people, currently only 670 have a job. However, Utopia is a well-developed country where there is even a shortage of workforce in certain areas. The average monthly pay level (salary) in this country is BGN 500. Each of the parties concerned – the Government, the Opposition, the employers and NGO representing the unemployed young people – have their own ideas about solving the problem and there is no agreement among them. The Ombudsman plays a particularly important role in Utopia. He/she organizes a public debate to discuss the situation and see how it can get solved. (If necessary, the Trainer explains that the Ombudsman is an independent and impartial figure who protects the public interest). The debate is very important to all, since it attracts huge public interest and would influence the vote in the upcoming parliamentary elections.

The Government believe that boosting the economy is the only way out. If you have a strong economy, it will generate more jobs, which in turn will lead to a higher demand for workforce, reducing the rate of unemployment among the young. The standard starting salary for a young person is BGN 350.

The Opposition, as a left wing formation, believe that more social measures are called for – organizing free-of-charge training courses for changing one's profession, developing special programmes for young unemployed people, special measures to incentivize employers to employee young people such as the state covering part of their salary. The Opposition uses the occasion to pinpoint how incompetent they believe the Government is.

An NGO representing the young unemployed – they say young people will not get any odd job. They will work only if paid BGN 600 as a minimum. They believe they are well- educated and that the more elderly employees should retire earlier. Besides, they believe their country hosts far too many working foreigners who take up their jobs. They claim that Utopia has not suitable jobs to offer them.

The Employers claim that they do not hire young people because the latter lack the required competencies. Equally, a certain type of workers are in demand but there are no young people with the required competencies; this is why they partly back the Opposition as regards the free-of-charge courses for changing one's profession. They believe that a starting salary of BGN 350 is enough for a young person, because in the first few months young people should get trained. They say that there will hardly be a boost of the economy if there is a shortage of workforce.

First, the Trainer reads out aloud the whole case study, upon which each group gets a description of their role. The Trainer explains that all groups should prepare to present their views before the Ombudsman in a five-minute speech. He/she explains that the Ombudsman is adamant about accurate data and analyses. The young participants are given 30 mins to prepare for the debate. They are told that after each 5-minute speech, everybody else is entitled to ask questions.

After the 30 mins elapse, the Trainer explains that he will be the Ombudsman. It makes sense to arrange the room properly: the Ombudsman at the front desk, all the rest forming a circle. The Ombudsman officially opens the meeting by saying that the purpose of this discussion is for everyone to get their position explained and for all to arrive at a mutually-acceptable decision in the interest of Utopia. The discussion starts, each party – the

Government, the Opposition, the NGO and the Employers – taking the floor in turn. Following each statement, all have the right to ask questions.

The role of the Ombudsman/ Trainer is a key one here because it is him/her that steers the discussion towards reaching a consensus – if necessary, he/she comes up with alternative proposals; rephrases; asks leading questions.

After reaching a consensus acceptable to all, the Ombudsman/ Trainer should "invite everyone to walk out of their roles". He/she asks everyone to arrange the room as they found it and take their original seats. Then he/she asks everyone to close their eyes for a moment and imagine they are out in a meadow, walking along, picking flowers. Then the Trainer asks everyone to call their own name in a loud voice simultaneously. This is the official end of the exercise.

Required materials: handouts

Duration: around 75 mins.

Reflecting on the day

The Objective is for the young participants to give some thought to their experiences of the day and provide the Trainer with feedback on the training.

Everyone sits in a circle and the Trainer places the DIXit cards (or other cards, including postcards) on the floor. He/she asks all young persons to pick 3 cards that they associate with the pleasant and useful moments of the day and 3 cards - with things that could be improved. Then the Trainer gives the floor to all young people in turn to express their views.

Evaluation Tools

> For the children

> For the Trainer

Session 2 (Optional)

It is focused on young people acquiring skills for participation in public life.

Session 2 should happen within a single day, with duration of 8 hours, and it is to follow Session 1.

The Trainer should be a social worker from a residential care home or a member of the foster care team.

It is meant for 8 to10 children who are in the process of preparation for care leaving.

It is based on the '*We the People: Project Citizen*' Programme.

Indicative Programme with time slots:

| 9,00-10,30 | Introductions, warm-up, adoption of group rules for work |
| | Brief reflection on Session 1 |

Ideally, this session is meant for the same participants who took part in Session 1

Again everybody is sitting in a circle for equality's sake.

The Trainer introduces himself/ herself and presents the Session Objective: for participants to learn to apply the knowledge acquired in Session 1 by learning to initiate and organise various community events.

Recalling names

The Trainer uses a koosh ball, a small ball, an orange, apple or any other non-breakable object. He/she explains to all that this object is a 'hot potato' and should, understandably, stay with a person for as short a time as possible. He/she also explains that whoever holds the object should quickly call their name and toss the object to another.

The game starts and the Trainer makes sure each young participant gets the koosh ball at least once. After some time the game gets more complex. The Trainer announces that whoever holds the "hot potato" should quickly call the name of the person who they intend to toss the object to. In the course of tossing, the Trainer makes sure the pace quickens. When he/she decides that it is time – everyone knows each other's names and the game has served its purpose – he/she puts away the now "cooled down potato".

Required materials: a koosh ball/ small ball/ orange/ apple or another object

Duration: up to 10 mins.

Recollection of and Reflection on Session 1

Again the Trainer and all young participants sit in a circle.

The Trainer asks the young people to remember what the most interesting part of Session 1 was and why. Gradually, all young people share their views and indicate which part of Session 1 was most interesting to them, while the Trainer takes brief notes on a flipchart sheet.

Afterwards, the Trainer asks which part should be improved. Again the young people share their views, while the Trainer jots down on the flipchart. Finally, both flipchart sheets are used also for evaluation of Session 1.

Required materials: flipchart, marker pens

Duration: up to 30 mins.

Adopting a Group Constitution

After everyone is ready to think 'work', the Trainer explains that they should develop and adopt a Group Constitution. He/she reminds that the Constitution is the main law in each country where the core principles of the democratic state need to be set out.

Then the young people start listing the main rules, while the Trainer writes them down on the flipchart. The Trainer makes sure that rules such as "we all enjoy equal rights", "everyone can freely express their opinion", "we value the opinion of others" are included.

It is important to adopt a decision-making procedure – decisions can be taken by consensus, by voting, etc. When the young participants have no more proposals, the Trainer reads out all rules, asking if there is anything to add and then all need to approve the rules. It is important that no one votes against in this exercise. Then the Constitution is pasted on the wall where everyone can see it and, if necessary, the Trainer or anybody else can refer to it.

Required materials: flipchart and marker pens, blu tack or paper adhesive tape for attaching flipchart sheets to the wall

Duration: around 30 mins.

Presentation on Democratic Governance

Objective: For the young people to understand what the decision-making processes are like, when and where they can intervene

The Trainer makes a brief presentation on governance and the processes decision-making entails (Annex 5)

Required materials: a brief speech/ presentation/flipchart

Duration: around 20 mins.

10,30-11,00	Break
11,00-12,30	Identification of a problem in the community. Studying the problem: collection of information from secondary sources, getting information from primary sources by asking people to complete questionnaires or interviewing them.

„11-Sentence Paragraph"

Objective: Young participants build on their knowledge and skills acquired in Session 1 and learn to find independently reliable, based on proof arguments in support of their cause.

The Trainer again splits the young participants in 2 groups and each group is to discuss the following question:

Group 1

What are the best and worst things in life in your residential area? Why? What would you like to change/ or remain unchanged and you are ready to fight for it?

Group 2

What do you think of your school? What do you think should be changed in school and why?

The Trainer makes a point that sometimes people organize different campaigns and take action in order to preserve the status quo or against some decision of those in power i.e. not only when they notice something that should be changed. Such is the case, for example, when construction is planned on some green area, when there is a change in the urban development plan or when a teacher in school is changed, etc.

Each group has around 15 mins. to identify a cause which they stand for. At the end of the 15 mins., the Trainer asks the two groups of young participants to present briefly to the large group their cause and together they write it down as a single sentence (cause statement) on a sheet of paper.

After the causes have been identified, the Trainer asks the young participants again to split into their original groups and give the following questions some thought: "Why is this a problem? Why are you sure it is really a problem?"

He /she then asks the participants to write down 2 arguments under their cause statement. For example, if there is a problem with rubbish being thrown out in the area between the blocks of flats, some 2 arguments along the following lines will be needed:

> Rubbish thrown outside the designated areas can cause infections

> The green area is not nice with rubbish scattered around

The Trainer then provides 20 mins for participants to seek proof on the Internet to support their arguments. He/she gives participants a pen and coloured post-it notes on which to write each single proof. He/she explains that they should find at least 4 proofs on the Internet and should be looking for facts – statistical data, other data, official documents and sources of information.

Then the Trainer asks the young participants to provide 2 proofs for each argument. Thus, the group's sheet of paper should contain 1 cause statement with 2 arguments, each backed by two proofs.

For example:

> Rubbish thrown outside the designated areas can cause infections

Proof 1: According to the Regional Health Inspectorate, food thrown outside the rubbish bins is the cause for intestinal infections in our residential area.

Proof 2: As many as 32,18% of the sick children are sick because of the polluted environment, the World Health Organisation claims.

After all young participants have their sheet with a cause statement, 2 arguments, each with 2 proofs, the Trainer explains that they are still to address their demand/ petition to a specific person (a mayor or school principal) who takes decisions based on 'demos cratos' – what people want.

Ask the young participants to formulate Argument 3 starting with:

The residents of the town of …/ The students at…. School want a change in ….. (write down clearly how you see the change…).

Ask the young participants how they know what the rest want. Perhaps at this point the participants will remember Session 1 and the difference between an opinion and data. Most likely the young people will not have reliable information from their schoolmates or fellow residents on this particular issue.

Here the Trainer introduces community consultation, surveys and interviews. He/she explains that the voice of the people is of great importance, hence it makes sense to consult them.

It is explained to participants that an online questionnaire in school or a public discussion in the respective residential quarter can be organised, a petition can get signed by many people, a certain number of people can be interviewed, etc.

So the proofs under the last argument can be:

3. The residents of the town of …/ The students at…. School want a change in….. (write down clearly how you see the change)

> 83 % of the citizens asked as part of the questionnaire survey conducted in the period 18 to 25 Nov 2018 claim that they want a rubbish-free space between the blocks of flats.

> 69% of them say that they will not throw their rubbish outside designated areas if there are enough rubbish bins.

Водещият отново оставя групичките да помислят как биха събрали мнението на другите ученици/съграждани.

The Trainer again leaves the groups to think about how they can get the opinion of the other students/ fellow residents.
Then he/she leaves them to come up with examples of their proofs under Argument 3.
At the end, each group should decide what precisely they will require the Mayor/ School Principal to do.

Required materials: sheets of paper and pens, coloured post-it notes. Support material: Structure of the 11-sentence paragraph (Annex 6)

Duration: around 75 mins.

12,30-13,30	Почивка
13,30-15,00	Who do we address our message to?
	What would be the arguments and proofs against it?
	Assessment of the alternative solutions to the same problem?
	Choosing the most appropriate solution

Argument – Counter Argument

Objective: For the young people to learn to address their messages to the officials who can really solve their problems, learn to foresee the possible counter arguments and how to neutralize them, develop their critical thinking.

After the young participants have written up their 11-sentence paragraph, the Trainer asks them to say who they would address their demand to. He/she explains how very important this is because if their demand goes to the wrong place it will remain unaddressed. Thus, for example, if we say that we want the Mayor to assign a rubbish-clearing exercise on the grassy areas around the blocks of flats, he may refuse right away because there are these municipal regulations saying that the residents of the blocks of flats are responsible to clean the space around their own block. If we are to say, however, that the problem is in the lack of waste bins, then it is within the powers of the Mayor to order the placement of more waste bins. If we want a clean playground, then we need to turn to our own neighbours, since it is them who are responsible for cleaning it.

The Trainer explains that the paragraph they have produced represents the structure of a letter. Who would they address the letter to, what information stills needs to be included?

The Trainer holds a brief discussion with the young participants and writes town their proposals on the flipchart.

They are likely to reach the conclusion that it is important not only to verbalize the problem, prove that it is a problem and as such is important to the community but also to offer a realistic solution.

Then the Trainer gives Group 2's paragraph to Group 1 and vice versa.

He/she asks the young participants to come up with arguments to counter the arguments of the other group. It is important to note that it makes sense to produce counter arguments also backed up with proofs. The proofs are more difficult, often useless to attack but they are open to interpretation.

So, if Argument 1 goes like:

> "Rubbish thrown outside the designated areas can cause infections"

The counter arguments could be:

> The residents of the block of flats do not keep the green area clean.

> There are sufficient other areas to use for walks.

> The residents can throw their rubbish in the rubbish bins near the next block of flats.

Most importantly, the Municipality can come up with another thesis:

> The poor waste water system is the cause of infections;

Or propose an alternative solution:

> The playground is best removed so as to build a new block of flats.

Leave the young participants to give some thought to the weak points of the paragraphs – about 20 mins.

Let them come up with new theses, alternative solutions, other theses.

Then each group is to express in front of the large group their criticisms.

This exercise takes up about 30 mins.

Now each group works on their initial case study. The point is for them to think about the fact that there are different groups in society, often with conflicting interests. The resources are limited too so interesting and acceptable solutions need to be proposed.

The Trainer asks the young participants to think again about their paragraphs, based on what they have heard.

They are given 5 mins. to reach a decision whether to amend the paragraph or leave it as it is, whether to change the proposed solutions or leave them as they are.

Then he/she asks the young participants to write up the paragraph as a letter, expanding each sentence with 2-3 additional explanations. Time for preparation of the letter – around 20 to 25 mins.

Each group is then asked to read their letter to the rest.

Required materials: sheets of paper and pens, coloured post-it notes. Support material: Structure of the 11-sentence paragraph (Annex 6)

Duration: around 90 mins.

15,00-15,30	Break
15,30-17,00	5. Developing an Action Plan
	6. Implementing the Action Plan
	7. How do we know we have achieved our objective?
	Reflection and conclusions

Lets do it

The objective is to develop planning and implementation skills focused on achieving a particular objective.

The young participants and the Trainer sit in a circle again and the Trainer leads a brief brainstorming session. He/ she asks the participants to list quickly actions they can take

to achieve their objectives. The Trainer writes down all proposals. Possibly, the list will contain actions along the following lines:

> Placing an appeal
> Writing up the letter
> Demonstrations
> Public discussion/ debate
> Concert
> Theatre performance
> Collecting signatures/Getting a petition signed
> Protest/ rally
> Strike
> Personal story telling
> Other

The Trainer again hands out coloured post-its to all young people and asks them to write the pros and cons for each action. When ready, the young participants paste their post-its against the respective action.

Then all have a general discussion about the various forms of manifesting citizenship.

Времетраене: 15 mins.

Required materials: flipchart, marker pens, post-it notes

Giantt chart

Then the Trainer explains that after they have a cause statement, main arguments, proofs and community support, the next step is to plan specific activities.

The Trainer presents the tool "Giantt chart" – a planning table.

Activity	M1	M2	M3	M4	Budget/ Resources	Person in charge
1. Setting up a team and allocating the tasks	x				BGN 100 for the hall	Me
2. Collecting additional data		x			Internet, computer	Ivan
3. Finding allies/ followers		x			Internet, computer, letter writing, meetings	Iskra
4. Petitioning		x	x		volunteers	Krassimira
5. Meeting the Mayor				x	Ivan, Iskra, Krassimira and Me	Me

After he/she presents the model table, the Trainer asks the young participants to go back to their initial 2 groups and develop their own action plan based on the causes they already work on. They are given about 20 mins. to think about their actions and then both groups present their Action Plans. All participate in a general discussion of the plans presented.

Duration: around 30 mins.

Required materials: flipchart, marker pens

Then the Trainer explains that the next stage is the actual implementation.

The Trainer asks the question "How do we know this example of a campaign has been successful?"

Perhaps the young participants will say: "If the Mayor has been convinced to place waste bins, then it is." Ask the young people what else would they consider a success – for example, the number of people who signed the petition/ number of people who took part in the demonstartion, number of new allies/ followers, an organised rubbish-picking exercise involving the residents in the block of flats, people no more throwing out their rubbish on the playground, etc.

Ask them to come up with something they will consider a success under each activity in their table, asking them also to think about how to "measure" their success.

Here follows a presentation of the so-called Success Indicators.

Duration: around 20 mins.

Required materials: flipchart, marker pens

Reflection: 15 mins

Ask each young participant to list one thing they liked a lot about this day, one thing they think is very complicated, one thing they would improve and one thing they will surely put into practice.

Thank the young participants!

Session Evaluation:_____

By Trainer _____

By the young participants _____

ADDITIONAL INFORMATION:

'We the People: Project Citizen' is one of the most widely applied civic education programmes in the world. It is a curricular programme for students, youth organizations and adult groups that aims to promote citizen engagement in local and state government8. Developed in the United States of America in the mid-1990s, Project Citizen has since been translated into more than forty languages. The typical process followed by the participants is as follows: 1. Identification of a public policy problem in their community; 2. Research into the problem, by conducting interviews and surveys, gathering secondary data, and referring to print and internet sources of information; 3. Evaluation of alternative policy solutions to address the problem; 4. Prioritization of one policy solution and further development of this solution; 5. Creation of a political action plan to enlist government support for the proposed policy; 6. Development of a portfolio of the research work and the proposed policy; 7. Presentation of the portfolio in a public hearing before a panel of civicminded community members.

https://www.civicus.org/documents/toolkits/PGX_B_Civic%20Education.pdf

http://unesdoc.unesco.org/images/0023/002343/234386e.pdf

http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm#text

https://www.coe.int/en/web/edc/living-democracy-manuals#{%2210618501%22:[4]}

https://rm.coe.int/fiche-ressource-living-in-democracy-manuals/1680743ec6

https://www.coe.int/bg/web/compass/glava-1

https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education

https://www.coe.int/en/web/education/competences-and-qualifications

https://publications.europa.eu/en/publication-detail/-/publication/e0f2801c-184c-11e8-ac73-01aa75ed71a1/language-en

http://unesdoc.unesco.org/images/0023/002329/232993e.pdf

http://www.eycb.coe.int/compasito/

http://www.eycb.coe.int/compass/en/contents.html

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f727b

https://www.coe.int/en/web/edc/living-democracy-manuals#{%2210618501%22:[0]}

https://www.civicus.org/documents/toolkits/PGX_B_Civic%20Education.pdf

PRO-ACTIVITY

"Assistance to drowning persons is in the hands of those persons themselves"

Intorduction

Proactivity in this Programme is taken to mean the readiness and ability to act in advance and undertake preliminary action so that things take a positive turn and work towards communal and individual wellbeing. The point is to act in anticipation of the problem instead of waiting for it to happen and then look for ways to cope with it and overcome its consequences.

This Programme seeks to develop knowledge and skills in young people on how to be proactive in their lives in order to achieve better self-actualisation and satisfaction, as well as be proactive citizens with an active position who take initiative. The Programme contributes to developing skills for self-awareness in relation to one's behaviour, attitudes, and decision-making and objective-setting skills.

This Programme seeks to develop and affirm attitudes and qualities required for proactivity. Such qualities and attitudes are: activeness, taking initiative, commitment; steadfastness, positiveness, assiduousness; persistence, purposefulness; entrepreneurship; fairness; justice, etc. All these attitudes and qualities help develop and build a full-fledged personality, a person with an active behaviour and proactive lifestyle.

This Programme also aims to contribute to the inclusion of young people with disabilities. It is designed in such a way as to be appropriate for training which includes young people with disabilities.

What is the Programme's content?

Topics such as the following are covered: What is proactivity and proactive lifestyle; what are the characteristics of proactivity, the qualities and attitudes associated with it, the meaning of life and overcoming difficulties, as well as proactive citizenship; what are the dimensions of proactivity on the personal and communal plane; what are attitudes, the planning of success and proactiveness and our inner tools and virtues to achieve these.

What is the duration of the Programme?

The Programme comprises a total of 16 academic hours divided in two lots, 4 sessions each, which makes a total of 8 sessions. Each session is 2 academic hours or 90 minutes long.

How to deliver the Programme?

It is proposed that this Programme is delivered in two consecutive full days, one lot a day, comprised of 4 sessions each; however, it can be delivered also in 4 days with 2 sessions a day, which means 4 academic hours a day. The Programme can also be organised in another way, the whole programme being conducted on a session-a-day basis, 2 academic hours each, which will include 8 consecutive meetings with the group of trainees. The sessions can be conducted 2 or 3 times a week, as judged appropriate, and the entire Programme can be implemented within a month or a month and a half.

The way of programme delivery should take into account participant's needs and logistical factors.

Participants

The Programme is meant for young care leavers with or without disabilities. Sessions are designed for a group of 8 to 10 young people but no less than 6 and no more than 12. The groups can be mixed boy-and-girl ones.

Structure of the Programme

As already mentioned, the Programme is designed to comprise two lots, each including 4 sessions or 8 academic hours.

Detailed Plan of Lot 1. What is Proactivity?

Session 1	Opening the session – introductions game and reminding (introducing) the group's rules for work	09.00 – 09.20
	Introduction to the topic Proactivity and Proactive Lifestyle	09.20 – 10.30
	Break	10.30 – 11.00
	Characteristics of Being Proactive. How to Develop Proactive Behaviour. Part One	11.00 – 12.30
Session 2	Lunch break	12.30 – 13.30
	How to Develop Proactive Behaviour. Part Two	13.30 – 15.00
	Break	15.30 – 16.00
	Being Proactive in Everyday Life – Projection, Plan, Actions	16.00 – 17.30
Session 3	3.1.	13.15 – 13.45
	3.2.	13.45 – 14.30
	Почивка	14.30 – 15.00
Session 4	4.1.	15.00 – 16.00
	4.2.	16.00 – 16.30

Session 1. Introduction to the Programme

1.1. **Opening the session, introducing the group's rules for work. Participants' introductions – 15-20 mins.**

It is important that Trainers introduce the group's rules for work, providing explanation why rules for group work are needed and inviting participants to contribute to them. If participants tend to be passive, some examples of rules can be proposed:

1)   We listen to each other, no interruptions, please.

2)   All opinions and ideas are valuable.

3)   No insults; we respect each other.

4)   We speak for ourselves.

5)   We do not comment on other people's opinions.

6)   We are serious when seriousness is required; we have fun when it is fun time.

7)   _____
                                        (please feel free to add)

Rules are written down and placed where everyone can see them. Whenever this is needed or when rules are being broken, the Trainer refers the group to the rules and reminds about them.

Note: At the end of the day the Trainer can do feedback via the rules by asking participants: *"How do you think we did with the rules today?"*, upon which each participant speaks for themselves and how they coped with the rules. The Trainer provides positive and constructive feedback to each of the participants.

1.2. **Introduction to the topic Proactivity and Proactive Lifestyle – 70-75 mins.**

1.2.1. Brainstorming Exercise – 5 mins.

Notes to the Trainer: Use the following questions in order to launch the topic: *Do you like films? And do you like action films? Which is your favourite action film? Which are your favourite action heroes?*

Question for discussion: *Do you know what makes these films different i.e. what is typical of them and why are they called action films?*

Conclusion: These are films with a lot of action, motion, being constantly on the go. In these films the protagonist usually has a goal and does something to achieve it – they overcome the difficulties that are in their way to the desired goal. They face a lot of challenges that hinder things or make them difficult but they struggle on and never give up. They are hard-working, persistent, brave. They believe they will succeed. Even if they have a difficult time and things seem impossibly complicated, they do not despair and keep on

doing things. They come up with a new solution, a way out of the problem; they act on until they succeed and win or achieve their objective.

1.2.2. The Meaning of the Words 'Active', 'Proactive' and 'Reactive' Presentation – 15-20 mins.

Notes to the Trainer: The word 'action' in Bulgarian is borrowed from English. The word stems from the word 'act', which means to 'do something', 'carry out an action', 'operate or function'. Hence this added meaning of the word in the collocation 'action film' – doing something to achieve a particular goal.

'Active' derives from the English word 'act'; it is an adjective i.e. it denotes a quality or ability, in this case to perform or act. Also, we can say that someone is active if they have an inclination or are ready to act. One can say that an active person is one who is always on the go, doing one thing after another. Their life is full of things to do (occupations); they have dreams, goals and constantly make plans to achieve their goals and objectives.

Today young people are 'active' in Facebook. A green dot appears in order to indicate they are on the Internet and active i.e. they are not sleeping, they track events, write posts, upload pictures, comment on what others are doing, etc. When active, you are not a passive observer, you are involved; you participate.

The words 'proactive' and 'reactive', as well as 'inactive' derive from 'active'. Inactive is the opposite of active. The inactive person is passive i.e. they fail to act or they do nothing to achieve what they desire. Sometimes, for various reasons, they might not have desires or goals to achieve. The active person, however, has objectives, aspirations and ideas how to achieve them.

Being proactive presupposes to act in advance, in anticipation, rather than post factum i.e. react. This means taking control and doing things, instead of adapting to the situation or waiting for something to happen.

Etymologically speaking, the word is a combination of the prefix 'pro' ('pro' means prior) and a Latin root meaning 'active'. We talk of 'proactive' as opposed to 'reactive'.

What is the difference between 'proactive' and 'reactive'?

Notes to the Trainer: Use the following illustration to introduce the concept of proactivivity in Table No. 1 and Photo No. 1.

Table No. 1. Example	Photo No. 1.
„Swing" Two children sit on the swings in the park. One of them is sitting and waiting for someone to sway them. The other is trying to push themselves into swinging by pushing with their toes and gradually swinging higher by also bending strongly forwards and backwards at the right times, finally managing to swing themselves. In 10 minutes' time the first child is still waiting, never swaying yet, while the second is happily swaying at full swing. **Question:** Which behaviour is an example of manifested proactivity and which is not?	

Conclusion: When we sit and wait for something external to happen and we do nothing to achieve what we desire, then we are passive or 'inactive'. When we are looking for ways to achieve what we want and we put own efforts and come up with options to achieve what we desire, then we can say we are being active and taking the initiative i.e. we manifest proactivity or behave proactively. Generally speaking, proactivity includes activity i.e. being active, and taking initiative, readiness to seek a solution to the problem, to cope with the situation or change, on your own.

When proactivity (activity + initiative taking) is a lifestyle i.e. more often than not we are active and take the initiative to do things and take courses of action in our lives, then we can say that we have **a proactive lifestyle.**

Naturally, the example with the swing and the two children is just a simple example helping us to understand and illustrate the difference between being proactive and being passive or inactive. When we expect something to happen and then we act, we are being reactive i.e. we act following what happened. For example, if a child is waiting for someone to kick-sway them for them to use the swing, it means they are being reactive as opposed to the child looking for ways to kick-sway themselves and keep swinging.

Proactivity in human life can include many things (components or elements). Proactivity can be manifested in different domains of human life – in personal development, growth and improvement, in business, in politics and protecting the rights of people in society, etc. this is why here we shall talk about **a proactive lifestyle**, which means that we shall talk about **our capacity and readiness to act proactively in our lives** – as regards our own selves (growth and development) and as regards those around us. As we said, proactivity can also be regarded as the ability to be active and take initiative.

With a proactive lifestyle we are often proactive. Being proactive can be defined as follows:

> A person who is proactive: does not give up in the face of difficulties but looks for new solutions and ways to overcome the problems;

> Thinks not only about themselves but about others;

> Can come up with ideas and proposals that benefit others too – in the community they live, where they study or work, in the settlement they inhabit, etc.;

> Is capable of self-motivation and demonstrates activity and initiative;

> Is capable of perseverance, persistence and assiduousness;

> Manifests creativity and discovers new ways and solutions; looks for alternatives;

> Demonstrates qualities such as purposefulness, empathy, insistence, care, determination, fairness, creativity, cheerfulness, positivism, among others.

When being reactive one reacts to the situation which provokes them or forces them to react. **Most often this concept is used in psychology when there is a stimulus and a reaction to this stimulus.**

Example: Care for My Health

The easiest way to understand the difference between reactive and proactive is through the care for our own health. For example, Craig Harper (2007) explains it in the following way:

The following is being reactive: "I have a strong chest pain, I feel pins and needles down my arm. Maybe I will see the doctor."

The following is being proactive: "Although I have no symptoms, I want to lead a long and healthy life so I have developed habits concerning healthy food and regular physical exercise."

When being proactive we have an inner urge to do something and act, while when being reactive we respond to stimuli which make us act. Were these symptoms missing, we would not feel the inner urge to do it. This way a person is active but not proactive.

1.3. **Reactive / Passive / Proactive Discussion and Large Group Work – 15 mins.**

Notes to the Trainer: Have a discussion at the end of the presentation devoted to the question: "Are there things, areas in my life in which I am reactive/ passive/ proactive?" Write down the question on a flipchart poster and split the latter in 3 columns: "Things I'm reactive about", "Things I'm passive about", "Things I'm proactive about" and ask participants to work for about 5 minutes on their own, writing the answers about themselves in these three columns. If they find this difficult, give them an example (Example: In order to have supper, I wait for somebody else to cook a meal and ask me to it. This is

being passive. It's coming close to supper and I know I will be hungry and even though I am not hungry yet, I start looking for ways to prepare a meal for myself. This is being proactive.) Give them time to think and write down 2 or 3 examples from different areas of their own life.

1.4. Seven Characteristics of Effective People Film – 10 mins.

Notes to the Trainer: Explain to participants Steven Covey's theory about the highly effective people. Show the short film, using only the first part about proactivity and reactivity up to minute 1,26. The film is in YouTube at: https://www.youtube.com/watch?v=l8Jl-l83UaSE

The text for the Trainer:

> **Proactivity[8] (Steven Covey)**
>
> People who are reactive respond in the same way to most things. They complain about how it is not fair, how several years ago things were much better, how it is not their fault and how everything else and all the rest, except them, are to blame. They focus their energy on things they cannot control.
>
> Unlike them, proactive people know that there are things they cannot control and just take them as such. Rather than waste energy in complaining and pointing at the person/ thing to blame, they invest their energy in things they can control. The only thing over which we have full control is ourselves.

Notes to the Trainer: Have a discussion with participants after watching the part of the film on proactivity as a characteristic of successful people. Ask participants to tell you what they understood, what they 'buy' from the film and what they agree with from the things they heard and understood; what made them stop and think; can they say to which category they feel they most often belong – the complaining lot or the proactive lot.

1.5. What am I? Exercise – 15-20 mins.

Notes to the Trainer: Hand out to each participant a blank table with statements as in Appendix A, Being Proactive (see below). Ask them to fill it in, trying to be fair to themselves and then study their level of proactiveness – To what extent do I manage to be proactive?

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8. The 7 seven habits of highly effective people" - https://books.google.bg/books?id=0XupDAAAQBAJ&printsec=frontcover&dq=seven+habits+of+highly+effective+people&hl=en&sa=X&ved=0ahUKEwjKmLrrvZPfAhWFlYsKHS3XDC8Q6A-EINTAC#v=onepage&q=seven%20habits%20of%20highly%20effective%20people&f=false

Appendix A „Being Proactive"

Please mark the following statements, putting an „X" in the boxes that reflect the correct answer for you.

No.	Statements:	It is true about me to a great extent	It is true about me to a small extent	I do not possess this	I cannot decide
1	I am a person who is motivated by difficulties.				
2	When I face difficulties, I am looking for new solutions and I do not give up.				
3	I can encourage the others when they find things difficult and face challenges in their lives.				
4	I can encourage myself to go on in times of difficulty.				
5	I like taking action and I do not wait for the others to do something so as to start.				
6	Often I take the initiative among my friends and acquaintances and they support me.				
7	I can be creative and come up with different things that help solve various problems.				
8	When things do not happen easily or require my attention, I like to go deeper and show persistence.				
9	When someone around me has a problem, I like to talk to them in order to help them.				
10	When I face difficulties and I fail to succeed, I do not despair and keep my head.				
11	In times of difficulties, I am convinced I can succeed and I keep trying.				
12	I take a positive look on life and the people around me, even when I find it difficult.				

Test responses: The more responses in the first column, *'It is true about me to a great extent'* you have, the more you possess qualities and skills for living proactively. The more responses you have in the next two columns it means you need to work towards building and developing your qualities and skills for being proactive and for adopting a proactive lifestyle.

Notes to the Trainer: The test is for participants' information and it is not obligatory that everyone shows their score. You can ask participants to discuss within the large group the individual statements and how they relate to proactivity and being proactive.

Session 2. Characteristics of Being Proactive. Part One – 90 mins.

Notes to the Trainer: Tell participants that you will now devote time to understanding how to develop proactivity in oneself. Prior to this, however, you will be looking into five important characteristics of being proactive, as described by the author Chrissy Scivicque, who helps people develop their potential and get satisfaction from their professional development.

2.1.   Five Characteristics of Being Proactive Presentation – 10-15 mins.

Notes to the Trainer: Use material for your presentation from Chrissy Scivicque[9] who presents five characteristics of being proactive.

Material for the Trainer: According to Chrissy Scivicque in order to be proactive you need to develop five important skills.

1. Make a projection

First, you need to develop the skill to make a prediction for the future; it is called an "estimate" or "projection". This is similar to the weather forecast. Meteorologists make predictions about the weather to make it easier for us to know how to dress and what to be careful about, etc.

Proactive people are rarely caught by surprise. Learn to predict problems or events, incidents you might be facing in your life. Understand how things work in life, at work, in human relations. It is important not to allow yourself to be content with a small something. The author believes an important characteristic of being proactive is to use your imagination when we expect future results. Try to imagine the best possible for our future or in what we do and how to achieve it. We need to use our creativity and logic. When you think of something specific that you want to achieve, come up with several scenarios as to how things can develop.

For example, I want to have a nice weekend, having fun, but I also need to refurbish my room and I have no money for painters and carpenters or really to go out. Consequently, it can be projected that I will find this weekend very boring or unpleasant unless I change something or do something differently.

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9. Chrissy Scivicque, "The Proactive Professional: How to Stop Playing Catch Up & Start Getting Ahead at Work (and in Life), 2010

2. Prevent the hazard

The author believes that proactive people have the skills to anticipate potential obstacles and use their power to find ways to overcome or neutralise them in advance i.e. to remove or reduce them before these supposed obstacles turn into specific, actual obstacles.

They are actively fighting problems by not giving up, while other people could simply look at the problems again and again only to state they are unavoidable. Do not let yourself be messed up in helplessness – this is Ms. Scivicque's advice. In order to be proactive, when challenges come your way, take control, keep your courage up and face them before they turn into big problems.

3. Plan things. Make a plan

NB! Proactive people plan their future. Avoid thinking only 'here and now'; think and look ahead, instead, and expect long-term results and consequences. Bring the future into the present. This means that the things you want to achieve in the future you try to see now and be clear which are the small things you can do today to achieve your goal tomorrow. The important question you need to ask yourself is: "What can I do today to secure my success tomorrow?"

Remember that every small decision is a link in the chain of events which brings about the outcome or the consequence. To make the best decision, you need to see where you start from, where you are at the moment and where you want to go.

4. Be involved

This too is a very important skill – to be actively involved. Proactive people are not vacant, passive observers; they are active participants in life and events.

In order to be active you need to participate. You need to take initiative and be part of the solution. It is important to remind yourselves that you are only a part of the whole but also, equally, that you can impact things and you are influenced by the actions of others. You do not simply react to them but you get involved. Exert your influence and contribute to change by participating and being involved.

5. Implement

To be active means to take timely and effective action. It is important to be convinced and fully ready to do the work now. Putting things up is not an option.

Proactive people know that they bear responsibility for their behaviour and they stand by their decisions. To be proactive means that you have undertaken carefully considered steps to choose the appropriate way to go in order to achieve your desired goal or result. They know that there is no room for being impulsive or acting on impulse only; they use their will instead.

In this sense, our attitude towards ourselves, towards what happens to us and the people around us is a very important precondition for our proactivity. It is important to develop a suitable attitude in order to acquire the qualities and skills needed for being proactive.

Notes to the Trainer: Make an introduction to the topic of attitudes. Use the materials for Trainers below.

2.2.1. What is Attitude? Presentation – 10 mins.

Definition: An attitude is like spectacles through which we look upon ourselves and the world around us, at the things that happen to us or the situations in which we happen to be. It transpires that how we regard ourselves and others does matter for how efficient we are as people.

Materials for the Trainer:

According to Dimitri Uznadze[10], a famous representative of the Georgian school of psychology studying attitudes, external influences do not directly impact people but they get refracted through the prism of their inner world. An attitude is a holistic and most often unconscious inner state of the psyche, which influences human behaviour. An attitude is the inner readiness and inclination of the person to carry out a particular action or to react in a given way to a particular situation. Attitude is also described as readiness for a forthcoming action but it can also express the way the individual treats the others, their values, if they accept or reject them. Attitudes are related to the individual's past experience and can turn into a lasting personality trait, into a position in life via which the individual judges the world. Attitudes can be manifested through the individual's stereotypes or prejudices. They affect the way the person treats themselves and the others.

2.2.2. Faces Exercise – 10 - 15 mins.

Notes to the Trainer: Split participants into two small groups. Give the picture of the young woman in Annex No. 7 to one of the groups so that they can watch it for a while and discuss. Give the picture in Annex No. 8 to the second group so that they can discuss it too. Make sure the groups do not see each other's pictures. Pose prompting questions for participants to consider while observing. The time for small group work is 5 minutes. Then take the pictures back and ask the group to gather round. Now put the new combined picture in Annex No. 9 (faces) in the middle of the group. Leave participants again to watch it for a while in silence and pose the questions for discussion again.

Questions to consider during picture observation: What is the age of the woman on the picture (how old do you think the woman is)? What would you say about her?

Conclusions: It is possible that the participants who previously observed the picture of the young woman see the young woman again in the combined picture, while the rest may keep on seeing the old woman. Ask the question why this is the case and discuss the impact of our previous attitudes, experience(s) on the situation and the things we observe and perceive. Please note that a situation can possibly offer different things to see. Also note that sometimes, because of past experience, we feel quite certain that something is just as we think it is but it can be different and it can be viewed from a different angle (point of view).

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10. Psychology, textbook, Stamov R. et. al., 2002

Paradigms[11] care patterns of thought that influence the way we see the people and the world around us. These are our preliminary attitudes or the "spectacles through which we look upon the world". They can be in our way to see things correctly and in their diversity. This exercise shows how two people can be watching the same thing but see different things in it and they can both be right. It also shows how things around us influence us.

2.2.3. What Did I Learn Discussion – 5-10 mins.

Notes to the Trainer: Ask participants to answer the question as a group: What did I learn about attitudes and about myself from the exercise we did? What did I find useful? Ask each participant to answer for themselves.

2.2.4. What Do My Failures Teach Me – 60 mins.

Notes to the Trainer: Introduce the new topic and explain to participant that now you will be talking about the failures and difficulties in our lives and our attitude towards them.

2.2.5. Pictures – Success or Failure? Exercise – 10-15 mins.

Notes to the Trainer: Show participants the pictures in Annex No. 10. Ask them to discuss and try to entitle them, capturing what they illustrate. Link to the next presentation on the successes and failures in our lives.

2.3. Presentation – 10 mins.

Notes to the Trainer: Ask participants the following question: What do you think of people who fail? When you hear about a failure in someone's life what do you associate it with? Give participants time to share their thoughts, understanding, attitudes and then go on to the presentation. Use the materials for the Trainer.

Notes to the Trainer making the presentation: Our life is a series of successes and failures. Failures are not a bad thing only. They can be a valuable teacher to us teaching us about the things in life and about ourselves. Many people regard failures as a horrible thing and do not even want to talk about or remember them but this does not make failures or the lack of success vanish. This is why it is wiser for us to learn to see them as a source of knowledge or as "gold we own". Become a gold-digger in your own life – find a valuable piece of gold, trying to filter the rubble again and again.

How can this happen? First, acknowledge and describe your mistakes. Usually we repeat the same mistake over again and this discourages us. We do not believe we will ever cope with it. Second, describe what this mistake teaches you about yourself, about people and the relations between people or about life.

2.4. Gold-Digger Exercise – 10-15 mins.

Notes to the Trainer: The objective is for participants to develop skills to think through their life experience and their emotional experiences from a positive point of view. Ask

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11. The concept is introduced by Thomas Kuhn, 1962, the word being derived from Greek and meaning 'pattern, example, sample'.

participants to work on their own when you give the handout with two columns. The first one says: 'My lack of success or my failures'. The second one says: 'What did I learn?'. Give them time for individual work. Ask them to write down 3 failures or instances of lack of success. For each of them ask them to write down at least 2 or 3 things they learned from this failure/ lack of success. Help them with questions and examples. Direct them to think about themselves, for example: What did I learn about myself and my disposition/ nature? What did I learn about the relationships with the people around me? What did I learn about life?

2.5. Discussion – 15-20 mins.

Notes to the Trainer: Ask each participant to share something they discovered through their failures or lack of success as their own 'gold' i.e. valuable knowledge about themselves, the relationships between people or life.

Session 3. How to Develop Proactive Behaviour. Part Two – 90 mins.

Notes to the Trainer: Tell participants that the objective of this session is to focus on their own experience helping them recognise what a wealth difficulties and failures are as teachers of ours and as sources of resilience. It is important to change our attitude to life and the difficulties we are facing or have faced. This will help us prepare to face better forthcoming difficulties.

3.1. Personal Story – Milestones in My Life Exercise– 30-35 mins.

Notes to the Trainer: Ask participant to split the wide side of an A4 sheet of paper by drawing a line in the middle of the sheet – from one end to the other. Ask participants to put 0 years at the start of the line and at the end of it – their current age. Ask them to graduate the line in the middle of the sheet into 5-year periods: 0-5 years, 6 to 10 years, 11 to 15 years, 16 years – today. Tell participants to think and then mark on the line all important events (milestones) they can think of, from their birth until now, sticking to the years in which these memories of theirs occurred. It is possible that some participants find this difficult because of lack of memories or failure to understand the task. Give them examples. Explain to them that a milestone in our life is something that happened to us and influenced our lives - for example, we could have suffered from a serious and dangerous disease; we could have achieved success (in a competition or contest); we could have met someone important to us who influenced us greatly; we could have fallen deeply in love and this could have had a great impact on us; we could have done something that had consequences for us; we could have parted with a person of importance or suffered the death of someone close; we could have passed an exam in a particular subject or completed a level of our education, etc. Provide about 15-20 minutes to participants to work on their own while you support them by asking questions or giving examples. Then ask them to award an emotional rating to each event on a scale from -10 (the worst thing ever happened to me) to +10 (the best thing ever happened to me). For example, I broke my leg and I stayed in hospital. This was very bad for me and I rate it as '-7'. Award an emotional rating to all events. Some might have both '+' and '–'. For example, when I was in plaster for 1 month I could not play but I read a whole book, which is a big success for me. Give

them another 10 to 15 minutes to work and then hold a brief discussion on what they found difficult or useful in this task.

Conclusions: Help participants see that in life difficulties happen just as nice things do. It is possible that sometimes the difficulties are so serious that this affects our life and changes it or even turns it upside down. Help them see that difficulties are something we cannot always govern i.e. they might happen when we do not expect or wish them to. The important thing is how we respond to difficulties in life. Remind them that proactive people do not waste time complaining or blaming others for their difficulties and failures. Summarise that the way we look upon failure is crucial in enabling us to draw the positive out if it.

Notes to the Trainer: Link with the exercise about attitudes and how our past experience affects our attitudes – our positive or negative attitude to life and the people around us. Link with the next exercise – what can difficulties teach us.

3.2. Difficulties, Resilience and the Meaning of Life Exercise – 20 mins.

Notes to the Trainer: Present the 4 maxims to the participants. Hold a discussion with them, using the prompting questions for discussion. Leave sufficient time for each participant to be able to share their opinion and life experience.

Four Maxims:

> 'Every cloud has a silver lining' – proverb.

> 'Everything contributes to the good of those who love God' - a thought from the Bible.

> 'What does not kill you makes you stronger' - Friedrich Nietzsche, philosopher.

> 'The most important task in the life of each individual is to find meaning' - Viktor Frankl.

Questions for general group discussion:

1. Have you any difficulties in life and what are they? List some of them. (Tell participants they can use the previous exercise mapping the milestones in their life.)

2. How do you regard the difficulties in your life? What do you do when you find things difficult? Why?

3. How do you cope with difficulties?

4. Is there some difficulty in your life that changed you – for better and/or worse? Why? (See the mapped Milestones in My Life)

Notes to the Trainer: These are 4 maxims/ statements/ thoughts expressed over the centuries. Each of them contains a grain of truth about the meaning of human life and the power of the human spirit when we face difficulties or the evil around us. Life can bring us a many tribulations, unexpected difficulties and problems. **We know that difficulties and evil are part of our life. They are a reality we cannot avoid but we can choose how to act when we face them in our lives or how to treat them.**

The big question for us is: "Can we overcome the difficulties and obstacles we will face? Will we be able to go on and withstands the tribulations in our life and become stronger, better and more capable as a result?" When facing difficulties, people can respond differently – some people facing difficulties get discouraged and give up. They believe there is no use struggling on and being persistent. Evil and difficulties bend them. Others decide to carry on and defeat evil with good, never losing confidence, meaning or direction. The way we treat difficulties coming our way will help us overcome them or be defeated by them. Difficulties build character and strong will when we do not give up at all or easily. Difficulties that bring us suffering can even turn into something that changes us for the better or makes us better and stronger.

Notes to the Trainer: When answering questions 1 and 4, ask participants to go back to their mapped milestones again and use what they wrote in their map.

3.2. The Meaning of Life and Resilience Presentation - 15 mins.

Notes to the Trainer: The objective of the presentation is to familiarise participants with the notion of resilience and the idea of the meaning of human life. Use materials from Annex 11.

Resilience is a concept that comes from metallurgy and means the capacity of steel to resume its original shape after being struck. In the literature dealing with the knowledge about humans and human relations, the concept is used to denote the ability of a person to recover quickly after some difficulty or hardship, the loss of a significant person, etc. People who show resilience are sturdier to hardships and manage to overcome them by keeping on, despite them. (For more information about Resilience See Annex 11-A)

Finding meaning in life is considered one of the resilience factors that help people overcome even the most severe difficulties in life. Viktor Frankl elaborates on the idea how a person can find meaning even in suffering, noting *that man has a choice as to how to take and react to everything happening in their life, including suffering;* they can overcome even apathy. And even though everything can be taken from a man there is this one thing that cannot - *the freedom to choose one's attitude in any given set of circumstances, to choose one's own way.* "It is precisely this personal freedom which cannot be taken that renders meaning and purpose to life".[12]

Frankle goes on to explain that it is impossible to come up with meaning in general terms as something unique and universal for all. The meaning of life is *different, individual and unique for each person because everyone has their own, different fate and destiny*.

Sooner or later everyone stops to think over the questions what the meaning of their life is?; how to leave a mark or something to be remembered by?; or what is the meaning of their relations with the others? *If someone is unable to find meaning for themselves,* their life turns in mere existence, devoid of the satisfaction that comes with a meaningful involvement and participation in real life. And this is a vital need in humans, the gratification of which to a large extent determines their way of life. This is why each situation they enter is meant for them to discover meaning in it, and this largely depends on the person's values.

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12. Ibid, p. 93

Viktor Frankl emphasises that one can always discover meaning in what they give the world as their own creation; in what they take from the world in the form of a meeting or experience or in what they cannot change – suffering and the course of one's destiny[13] As a conclusion to this line of reasoning it is felicitous to quote A. Camus' thought: "The meaning of life is the most urgent of questions!"[14]

(for further information on the topic, see Annex No. 12).

3.3. An Unfinished Tale Exercise – 25-30 mins.

Note to the Trainer: Read the tale to the participants. Split them into 2 or 3 small groups. Give each group a copy of the tale and assign the task to the small groups. Time for group work – 10 minutes. Allow time for discussing the small-group work – 15 minutes.

Unfinished Tale

Once upon a time there was a girl. It grew up in a forest, far from people, taken care of by an old woman. The child knew nothing about her origin or her parents. Whenever she asked the old woman about it, the old woman said, 'One day when you grow up, you will find out', and that was the end of it. Finally, the girl put up with it and stopped asking questions. Time went by and when the woman grew so old that she felt her end approaching, she asked the girl in and told her the story of her life. The woman said, 'I found you in the woods, abandoned in a basket, wrapped up in your swaddling clothes, a medallion on your arm.' As soon as she saw the clothes and medallion, the woman knew the child was of royal origin. The child was crying, abandoned in the woods and in danger of being torn to pieces by the wild forest beasts. Seeing the child is hungry and in need of care, she quickly took it home and started looking after it, away from all people. 'Now,' the old woman said, 'it is time for you to decide how to go on with your life. I preserved your life but you have to find meaning and will to keep you going. That is as much as I can do! I'm old now and I cannot take care of you any longer. You are on your own now.' These words made the girl think about what to do and how to go on with her life.

Task: Suggest an ending to this tale, trying to come up with the best possible finale. Think about what difficulties the girl will face and how she will overcome them.

Session 4. Being Proactive in Everyday Life – Projection, Plan, Actions – 90 mins.

Session objective: Help participants through work on case studies to develop attitudes and skills for being proactive in everyday situations in which they happen to be and in different areas of their lives.

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13 .Ibid, p. 88.
14. Ibid, p. 77.

Notes to the Trainer: Divide the group into 3 small groups. Hand out Case Study 1 - Pepi to the groups and ask them to answer the questions after the case study description. Also ask them to select a speaker for their group who is to write down the responses of all group members so that they can present the work of the group before the large group during discussion. Time to work on the case study in their small group – 10 to 15 minutes.

> **Case Study 1 - Pepi**
>
> Pepi is a very good football player. Even though he is 16, he already plays for the youth national team and has recently been invited to play with the men's national team. He has a good sport-career prospect. However, he has a big problem – he does only what he finds pleasant. He does not put efforts into the things which are important for his life and for his relations with the people around him. Even though he plays football, he smokes and is not considering quitting smoking. He feels strong and healthy. He gets up late in the morning and is regularly late or misses classes. When he is angry, he shouts and even allows himself to break objects and belongings. When he goes out with his friends, he often sneers at them and insults them. When an adult tells him this is not OK and will not bring anything positive, he laughs or sneers and insults.
>
> **Questions for small group work:**
>
> 1. What is happening with Pepi? Write down at least 3 characteristics of his behaviour as regards his relations with the other people.
>
> 2. HMake a projection as to what Pepi's life will be like. Try to imagine him in some years to come – in 10 years, then in 20 years and then in 50 years. *Make a list for each time period and for different areas of his life.*
>
> **Бележка за водещия:** The first group works in the area of his education and professional actualisation. The second group - on the personal plane: friends and family, people close to him and relations with them. Third group – financial aspects and health status.
>
> 3. What are the dangers for Pepi if he fails to change his behaviour and habits at all? List 2 or 3 things. Provide reasons as to why you think that.

Notes to the Trainer: Help participants think about the level of development Pepi has achieved in each area of his life – his education; his professional actualisation; on the personal plane – what character and qualities he has developed; what he has achieved as relationships with friends and family; what he has achieved financially; what is the state of his health.

Have a general discussion within the large group, each group presenting their work/ contribution. Total time for work – 10 to 15 minutes. The Trainer summarises the results, linking the work on this case study with the Characteristics of Proactive People presentation in Session 2. Please pay attention to the skill to anticipate and prevent/avoid dangers.

Notes to the Trainer: Do a short presentation about the characteristics of being proactive and reactive in communicating with the people around you.

We can choose to be reactive or proactive. We are being reactive when we **respond in a knee-jerk manner.** This is what it looks like: we get cross, take offence, sulk, walk into unhealthy communication. This way we accumulate a lot of negative emotions. These emotions remain within us and lead to negative consequences such as nervousness, tension, low self-esteem and some such negative aspects which affect our own health and sense of happiness and satisfaction, our performance at school or work. Negative emotions lower our ability to give or achieve better results in school, life and our relations with others.

Ask yourself the question: *Have you ever been so angry that you were shaking with resentment and you could not calm down for an hour or even more?* If this has happened to you, you have violent reactions and strongly reactive behaviour. Reactive behaviour can put you in situations where you cross accepted boundaries and your ruin your relationships with people around you and you can even hurt yourself.

The reverse is true for being proactive in communication. We realise what is happening and we are careful with our words and actions. Prior to reacting we are looking for the most appropriate way to express ourselves so as to show respect for the other party. In communication we try to respect the opinion and personality of our interlocutor, their needs and desires. We do not try to impose our views but to strike an understanding and strive for mutual benefit. If we consider the situation, stick to good manners and have the patience to speak out what concerns us, then we manage to avoid being overemotional, cut on unnecessary tension and waste of time and efforts to calm down after an outburst of a response and strongly reactive behaviour.

Notes: For additional materials for this presentation please see Ivet Pavlova's article at http://svobodnapraktika.com/3-stapki-efektivno-obshtuvane.

4.3. **Work on Case Study Exercise – 35 mins.**

Notes to the Trainer: Split the young people into groups of 3 or 4. Check if they understand clearly the situation described in the case study, the questions and all the wording used. Remind them of the rules for work with the case study and for small group discussion. Ask them to select a speaker for the group who is to note down the answers of everyone so as to present the work of the small group before the large group in the general discussion. Divide the work on the case study in two parts, the first part being for participants to answer questions 1 to 5 within 20 minutes and the second part – to work on Item 6 of the questions in the next 10 to 15 minutes to follow.

Case Study 2

Case Study 2 - Mila and the New Class

Mila is 16 years old and loves music but she finds studying and mathematics more difficult. She has undergone eye surgery and long treatment, which required her to redo her last grade and join a new class in the same school.

She does not know anyone and does not know how she will be accepted by the other pupils because she still has problems with her diminished vision and is wearing glasses with thick lenses. Also she needs to sit close to the blackboard so as to be able to see better and hear the teachers better. Mila is very much of two minds whether to keep going to school. Help Mila deal with the situation and manifest the required qualities and skills to be proactive.

Questions to work on:

1. What do you think prevents Mila from feeling safe and self-confident in her new class? Why?

2. What is important for Mila to bring to mind - about herself and about proactive people? Write it down and make a list. (You can use the presentation about highly efficient people).

3. Help Mila assess the situation – all the pros and cons if she continues going to school and if she quits school. Make a list of all the pros and cons.

4. Make a list of everything you believe Mila needs in order to deal with this situation so that she can feel more confident and does not give up going to school.

5. Write down several things which Mila can learn from this difficulty in her life.

6. Imagine you are a friend of Mila's and you want to tell her all this so that she can cope with the situation. Write her a letter of encouragement and motivation. (You can use the example Letter to Mila in Annex No.13):

Annex 13

"Dear Mila!

I want to tell you not to be afraid _____

_____

_____

You can _____

Believe in _____

Do not give up _____

because _____

_____

_____

Finally, I would like to tell you that _____

and know that the effort is well worth it and you will succeed!"

4.4. **Discussion with the large group – 15-20 mins.**

Following the small group work, gather the participants in the large group to present their work. Conduct a general discussion in the next 15 minutes, each group presenting their answers to the questions and the Letter to Mila.

The Trainer summarises the discussion, placing an emphasis on the following: proactive people have a positive attitude and expectation even in times of difficulties; difficulties make us change and develop; it is important to evaluate our decisions by considering the consequences and take decisions based on this, in order to safeguard ourselves from reactive and impulsive behaviour.

4.5. **Game for closure – 3-5 mins.**

Note to the Trainer: Get a soft ball and do a game to close the session. You are at the centre and pass the ball to each participant, asking questions they need to answer. "The proactive individual is …" (The participant you are passing the ball to needs to complete the sentence, each participant having to repeat the previous statements and add something new.)

Day Two

Detailed plan for the day

Session 5	Good Examples of Citizenship Proactivity	09.00 – 09.30
	Small group work	09.30 – 10.10
	Discussion and summary of the day's work	10.10 – 10.30
	Break	10.30 – 11.00
Session 6	Setting objectives and desiring change –*Work group on a case study*	11.00 – 11.25
	Planning - 7 Steps to Goal Mapping Presentation	11.25 – 11.40
	Small group work and Feedback for Closure	11.40 - 12.30
	Lunch break	12.30 – 13.30
Session 7	Proactivity and Our Tools for Change -*Discussion*	13.30 – 13.40
	Four Important Tools of Proactive People Presentation	13.40 – 13.50
	My Habits Exercise and Discussion	13.50 – 14.20
	My House Game and Feedback for Closure	14.20 - 15.00
	Break	15.00 – 15.30
Session 8	My Personal Plan for the Future -*My Plan Individual Work*	15.30 – 16.00
	Large group work and presenting the Plans	16.00 – 16.20
	Feedback and closure of training	16.20 – 17.00

Lot 2. Proactivity as the skill manifesting initiative and activeness

Session 5. Good Examples of Citizenship Proactivity - 90 mins.

5.1. **Brainstorming – 5-10 mins.**

Ask participants to tell you if they know good examples of citizenship activity, if they have heard of such examples?, if they can think of such and what they are about?

5.2. **Good Examples of Citizenship Proactivity - 15-20 mins.**

Notes to the Trainer: Together with the young people look through some excerpt of a news release or articles in newspapers or electronic media to find examples of citizenship-active people.

This Programme includes examples of excerpts that can be used. These are articles about people who were awarded Person of Year 2017 for citizenship activity (See Annex No. 13). You can find these at the following links:

> https://fakti.bg/bulgaria/230772-nagradiha-siraci-ot-dom-za-za-doblestna-postapka

> https://oukniazboris.org/gramota-za-proyavena-smelost-i-grazhdanska-otgovornost/

> http://bnr.bg/burgas/post/100786905

> https://www.flagman.bg/article/148260

You can ask the young people themselves to search in the Internet and the electronic media for similar examples and discuss them in the group in terms of how they contribute to making people's life better.

5.3. **Small group work – 40 mins.**

> **Fire Case Study**
>
> You witness a fire in a forest as you are taking a walk. What would you do? What can you do and what do you need to know and be able to do to respond like an active citizen?
>
> Design a short training video for children aimed at teaching them to preserve forests from fires and arsons. The video clip should be no longer than 5 minutes.

Note: You can show similar video clips on the Internet for training purposes in order to help them make their own videos. It is important to decide what the message is and how to illustrate it. They can use telephones or a camera to shoot them. The length should be no more than 5 minutes.

Instructions: Use as feedback the Mercedes logo with the following questions: What became clear to me? What made me joyful and happy? What will I take with me from this training?

Draw the Mercedes logo on a flipchart poster and put the questions in each of the three sections of the logo. Give out to participants a white sheet of paper and a colour pencil. Ask each participant to answer the questions for themselves. Discuss within the large group, allowing sufficient time for each participant to share.

Note: Sharing develops also presentation and self-expression skills, so motivate all to talk and participate in each feedback exercise.

Session 6. Setting objectives and desiring change – 90 mins.

6.1. **Work group on a case study – 20-25 mins.**

Notes to the Trainer: Divide the young people into two small groups. Check if they understand clearly the situation described in the case study, the questions and all the wording used. Help them answer the questions from the point of view of friends of Milan's and then from their own point of view. Remind them of the rules for work with the case study and for small group discussion. Ask them to select a speaker for the group who is to note down the answers of everyone so as to present the work of the small group before the large group in the general discussion. Inform them that Group 1 will work on Items 1 to 3, while Group 2 - 4 to 6. Give them 10 minutes to answer the questions. Then have a general discussion.

Employment Case Study

Milan is 17 years and 11 months old and he is preparing to leave his place of residence. He has never ever paid rent or covered any other costs. All was covered by the Centre in which he lived. He knows he needs to leave the centre in 4 or 5 month's time. Despite this, he does nothing to remedy the situation. He seems to expect that things will just happen on their own accord and does not think it necessary to put any efforts whatsoever or be more proactive i.e. start looking for a job himself. You are a friend of Milan's and have just completed training on how to be active and proactive i.e. be able to initiate things or take important steps or actions on our own in order to achieve your goal in life. As Milan's friend you should decide what to do in this situation.

Answer the following questions:

Questions for Group 1:

1. How would you classify Milan's behaviour? Why? Are there any beliefs that are in his way to be more successful and active in life? List them, please.

2. Are you going to talk to Milan or not? If yes, why? If no, why? What are you going to tell him?

3. If you still decide that it is important to talk to him, what would you tell him and why? Write a brief address or note to Milan with the message you want to put across to him.

Questions for Group 2:

4. What do you reckon is in the way of Milan or other young people in his situation to be active and take initiative towards achieving the objectives of their life?

5. What qualities does a young person like Milan need so as to be successful in finding employment and start living on their own?

6. If you were in Milan's shoes, what would you do in this situation? Why? Give an example using another situation from your life where you coped by being proactive. You can boast about a real success of yours.

6.2. Planning - 7 Steps to Goal Mapping Presentation – 15 mins." –15 мин.

Notes to the Trainer: Make a brief presentation to participants on how to set objectives or plan an action towards achieving the desired outcome.

For the Trainers: Planning Material - My Goal Map[15]

Planning is an important skill for being proactive. When we want to achieve something or make it come true – a goal, a desire or a dream – we need to learn to plan step by step in order to turn what we desire into reality. Most young people believe that either nothing depends on them or they cannot achieve anything because they do not know how. But this is not so at all. Everyone can develop the skill to set themselves small achievable objectives and learn to achieve these small objectives of theirs through small actions taken on a step-by-step basis. Imagine you need to reach to the top of a monument by climbing over 1000 steps. To reach the top you need to climb all these steps one by one. It is important not to give up and it is certain that if you go up the stairs one by one and keep at it, you will succeed. The more you practice and do this exercise – climbing stairs, the easier you will find it to achieve your goal. Today we will learn how to climb step by step on the ladder of drawing a plan for change and will develop basic planning skills.

There are seven steps you need to go through when planning. Divide an A4 sheet of paper in two halves – left-hand and right-hand side. This symbolises the two hemispheres of our brain. When thinking, the left one uses words and logic, the right one – images and symbols.

Step One is Dream. We all have dreams and we often dream, imagining different things. What is it that you dream of? Do a mind map of your dream – imagine it! Imagine what you want to achieve. Task: My List of Objectives. Do a list with the things you dream of and want to achieve. Use short phrases, such as: a happy family; loose weight; have a job; great holidays; have a terrific time on birthday; have a good friend, etc.

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15. This material is lifted from Brain Maynè s Goal Mapping, 2009

Step Two is Order i.e. select and rank the objectives, starting from the most important one. Ask yourself the question: Which is the most important objective of all? Then order them by putting in the middle the most important one i.e. the goal, and around it the objectives or sub-goals.

Step Three is Draw. The task is to draw a symbol/ sign/ picture which depicts or represents the main objective or goal. Do likewise for the remaining objectives. The symbols go on the right-hand side, while the wording goes in the left-hand side section. The symbols correspond to the objectives. Drawing is associated with the right hemisphere and helps the brain remember. Symbols do not need to be very complicated or fancy i.e. a piece of art.

Step Four is Why? All thoughts are equal until the emotions we associate with them emerge. Now it is important to discover the emotion that leads you to achieving this objective, the emotion behind the objective. Ask yourself the questions: Why do I want to achieve this objective? What is my main motivation? Write down 3 main reasons why you want to achieve this goal and enter them in the boxes above the goal. Emotions are behind our motivation. They drive us much more than our reason and logic. Discover the emotional reason why you want to achieve this objective and write it down in the three topmost boxes on the chart. Then draw a symbol for each of them on the right-hand side.

Step Five is When? It is important to decide when you want to achieve this objective. Any objective, if not time-bound, is just a wish. Date your plan with today's date at the bottom and in the small box below the objective – put the date you want to achieve this objective by. You will need to balance between your desire to achieve this objective easily and quickly and reality. Then draw on the right-hand side a symbol for your deadline for the objective set.

Step Six is How? You need to identify and write down which are the three main and most important steps you need to undertake to achieve this objective. These should be actions to be taken. For example, 'learn…', 'acquire the skill to…', 'save money for…', etc. Write them down at the side, prioritising them. Write the first action you need to take at the bottom and closest to the starting date (please, see chart). Then draw symbols depicting these actions.

Step Seven is Who? Note down the people and/or organisations that can help you take these actions and achieve your objective. Achieving any objective often requires getting support from your family, friends, relatives, teachers and other professionals, etc. Ask yourself the question: Whose help do I need to achieve the objective and complete the actions I have planned? Write down the names of the people you need help from against each activity for which you think they can help you with. Do not forget to put your own name too. You are the most important player.

Finally, when you are ready with you Goal Map, pin it somewhere you can see it every morning and remind yourself what you wrote in it. This will help you keep in mind the message and the drawings. You can add more details, if needs be.

Use the materials in Annex 14 "Planning template"

Notes to the Trainer: This is a case study aimed at developing the young participants' skills to put into practice, as part of a practical task, their new knowledge and attitudes about proactivity and entrepreneurship.

Split participants into 2 or 3 small groups and hand out the case study to each. Leave no more than 20 minutes for small group work so as to have time for large group discussion and summing up all together.

Case Study - You Can! Project

You have been living on your own for 2 years now and you are doing well after you left alternative care but this has not always been the case. You know how many difficulties you have coped with, how you needed to struggle to get a job and keep it, and keep your independent digs. You learn that this year another 10 young people will be leaving the same alternative care you were accommodated in. You are thinking about what to do and you should take a decision on this. For this purpose, answer the questions below. You know they will be facing a lot of difficulties and much fear of the unknown.

Questions for work on the case study:

1. Would you look for the young people who are about to leave the care home soon in order to meet them? Yes or no? Why?

2. What can you do for them in order to support them? How? Which are the institutions you can win on your side that have responsibility for supporting and protecting vulnerable groups?

3. You have decided you will talk to the Municipality about the issue. Who will you go to and why? What should you say, how are you to prepare for this meeting? Who will you go with, will you look for somebody's cooperation to support you at this meeting with the municipality? Yes or no? Why? What are you going to count on to win the Municipality on your side so as they can support your idea?

4. You are quite sure you want to be proactive and entrepreneurial about this and will help these young people who are soon to leave the care home. Make a project of yours entitled You can! This is the message you want to put across: to the young people - that they will be successful and to yourself - that you will be able to put into practice your idea to help them. When developing your project, apply the principles set out in the presentation under Item 6.2. - 7 Steps to Goal Mapping. Think about how to do this.

5. Have you in person participated in such initiatives up until now? – Yes/no? Why? List the initiatives you have participated in.

Note to the Trainer: Have a discussion within the large group and allow each small group to present their contribution. Help participants see the link between the theory and the practical work on case studies.

Please, emphasise again that proactive citizenship requires one to anticipate the problems of groups of people in difficult situations and take action, generate ideas and make policy that help them prior to the emergence of the problems, so that they can enjoy a meaningful self-actuatlisation. Often enough, this means taking action to guarantee specific human rights or young people's rights, no matter if the people concerned have disabilities or not, to be respected by each fragment of society and public group.

Provide as a handout the planning template, annex 14.

6.4. Feedback for Closure – 10 mins.

Note to the Trainers: Plan enough time to ask everyone what was beneficial for him/her from the session, what are the issues like knowledge, expeience, skills which have enriched him/her and would like to keep. The Trainer also provides feedback and presents in order youths to be able to see the model, if they have difficulties.

Session 7. Proactivity and Our Tools for Change – 90 mins.

7.1. Discussion – 10 mins.

Notes to the Trainer: Put two questions to participants: *What does it mean to be proactive and seek a change in oneself? What are our tools for change?* If participants find it difficult to grasp, then tell them that you would like all of you to talk about tools figuratively – things that we humans possess, unlike animals.

Read them the story about climbing mount Everest.

Climbing Everest Example

When climbing Mount Everest, the highest peak on Earth, one can find three groups of people going through three stages of climbing it. The first stage includes all that start climbing it. They start the journey to the top, but soon feel the cold, difficulties and perils, and give up quickly and easily. These people reach the first difficulties and, because they do not see the summit, they see no sense in climbing on; they get discouraged and give up. The second group of people, however, go ahead; they keep on. They do not surrender in the face of difficulties and do not dishearten; they reach the base camps which give a view of the summit itself – majestic, awesome and real. They can see it and enjoy the view. Some, however, feel exhausted from the climb. The cold and challenges make them give up; they lose heart and decide they have achieved enough in taking a peek at the summit from down below; they drop the idea of covering the last section of the route and actually reaching the summit. There is a third group of people, though, who are determined to reach the top and the fact they can see the top helps them get motivated and keep at it, despite the cold and challenges. They can motivate themselves and keep climbing, overcoming the difficulties through sheer will and persistence. They can picture themselves climbing to the very summit and making the whole journey.

Notes to the Trainer: You can tell participants that, figuratively speaking, people often have to climb some peak like Mount Everest. Then we undergo difficulties and our attitude and qualities will show immediately at such times. Proactive people's attitude is I can do it! and they are determined, which helps them overcome any challenges along the way. Determination is a valuable virtue in human life and it helps people be successful and achieve their objectives.

7.2. **Four Important Tools of Proactive People Presentation – 10 mins.**

Notes to the Trainer: People have four important tools (endowments, as Covey calls them)[16] **to surmount difficulties and be proactive.** These are conscience, will, imagination and self-awareness. Each of these helps us understand the situation we are in and act in the best possible way.

> Self-awareness – it helps us observe and become aware of our thoughts and behaviour. I can be a looker-on and consider my own actions and responses. I can ask myself: Why am I doing this or acting in this particular way? and realise the reason behind my behaviour. This is a wealth we possess or a tool that we have and we can use it for change.

> Conscience helps me tell which is right and which is not. It makes us capable of hearing an inner voice telling us right from wrong. It acts as our inner moral compass that helps us do things right if we listen to it.

> Imagination helps me imagine new opportunities. It is a wealth for us because it helps us make a leap over the material and create, freely and free-of-charge, new opportunities and thoughts in our minds. Imagination also helps us see our future, picture ourselves overcoming difficulties and manage to achieve through struggle and finally win, which gives us the strength and energy to go on.

> Will gives us the power to make choices. Our will helps us control our emotions and master them, even beat our instincts and bad habits which often prevents us from giving our best.

Please, summarise that in life achieving any goal or climbing any peak requires efforts and persistence. This is an important skill that makes us more successful and satisfied in life. Without our inner tools like will, self-awareness, imagination and conscience, which help us change, it is difficult to be proactive.

7.3. **My Habits Exercise – 20 mins.**

Notes to the Trainers: Ask participants to split an A4 sheet of paper in two, writing My Good and Useful Habits that Help in the first section and My Bad Habits that Are in My Way in the other one. Ask them to write a minimum of 5 positive and 5 unhealthy/ negative habits. Give them time to work on their own for 5 or 10 minutes, upon which have a discussion on the subject 'Which Are the Habits I Want to Change?' Ask participants to rank them

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16. Sean Covey, The 7 Habits of Highly Effective Teens, Guide, 1998

and select the 3 most unhealthy or harmful habits out of the five, having listed them first. Ask them to use their imagination and jot down ideas for how to cope with each of these 3 bad/ harmful habits. Ask them to form pairs and discuss in pairs what they wrote as action they plan for getting rid of their harmful habits. Give the floor to each pair to share what they did, how they implemented the task and what they found difficult about it.

For further information, please see

7.4. Discussion – 5-10 mins.

Notes to the Trainer: Have a general discussion with all participants on whether what they wrote as a way of getting rid of their harmful habits is something that depends on them or not. Remember being proactive includes being responsible for your own behaviour and for the consequences it brings.

7.5. My House Game – 20-30 mins.

The purpose of the game is to help participants consider their own values and aspirations, dreams and motives, on the one hand, and on the other, link what they have learnt up until now with the development of attitudes and qualities for proactive citizenship.

Instructions: Hand out to each participant a copy of Appendix No. 1, My House. Ask each participant to find a comfortable spot – they can get away from the rest or from the group, sit in a different place or recline. You read the questions one by one, each participant answering them by completing in My House. Read slowly and calmly to all participants and let them take their time to respond.

Auxiliary questions:

1. Write down on the foundation of the house a single value that guides your life.
2. On the walls write down something that helps you or someone who supports you.
3. On the roof write down something that safeguards or protects you in your life.
4. Next to the TV write down your favourite film or serial.
5. On the door write down something hidden from others.
6. In the smoke from the chimney, write down something that helps you relax.
7. In the garden write down what you would plant if you had a chance – it can be anything – a new cause, for example.
8. On the billboard write down something you are proud of and want everyone to see.
9. Next to the airplane write down a place you want to visit and a dream you want to make come true.
10. Next to the car write down what car (what made) you would like to have.
11. Next to the stairs write down several qualities you have that will help you be a proactive citizen or qualities you would like to develop in order to be a proactive citizen.

Note: After everyone has finished, propose that some participants share bits of what they wrote. Some of the ideas of this exercise can be used in the next, final session – the dreams, qualities, values, etc.

Required materials: A copy of Appendix No. 1, My House for each participant – 12 in total; pencils or pens for participants to write with.

7.6. Feedback from the session and closure – 5-10 mins.

Ask each participant to share very briefly what gave them food for thought in this session and in the joint work and to what extent they feel it was useful.

Session 8. My Personal Plan for the Future

8.1. My Plan Individual Work – 30-35 mins.

The purpose of the exercise is for each participant, as a result of this training, to develop their own personal plan for their future development and life. It can cover different areas – education and spiritual growth; family and relations; professional self-actualisation and finance; health.

Instructions: Ask participants to develop their plan using the presentation in Session 6 - 7 *Steps to Goal Mapping*. Ask them to go through all steps in their work. Have available materials for drawing and A4 sheets for writing. Remind them again the planning steps. Each participant works on their own. The Trainers help them formulate and illustrate their objectives.

Note: It is possible that participants take different length of time to complete this, so when the first participants are ready, ask them to share their projects in pairs while the others are still working.

8.2. Large group work and presenting the Plans – 15-20 mins.

Notes to the Trainer: Ask each participant to present their idea in no more than 3 minutes. Participants can ask questions on the personal plans. Be careful not to allow judgment and criticism; the aim is to present and ask questions well-intentionally.

8.3. Feedback and closure of training

Backpack Exercise – 35-40 mins.

The purpose of the exercise is to help each participant consider the experience gained, knowledge acquired and usefulness of the entire training.

Note: This exercise is by way of end to the training module. Show a picture or drawing of a backpack and assign the task. Please allocate sufficient time.

Required materials: paper and colour pencils.

Instructions:

1. Ask participants to think what they learned during the training and to draw themselves waving 'good bye' and carrying a huge backpack containing the objects, ideas and hopes they are taking away with them.

2. Participants should take with them all they have learned and would like to keep. The things to take can be books, pictures, feelings, people, ideas, new ways of looking upon the world, power they gained, having surmounted an obstacle, or values.

3. Participants can also depict things they would like to throw away, for example bad/unpleasant habits, old ideas, difficult moments, bad food - anything!

4. Make sure participants understand they do not have to be fantastic artists. Stylized little figures, words and symbols are absolutely sufficient.

Note: Ask each participant to present briefly their picture and main conclusions. Time permitting, ask participants to exchange a symbolic present to each other, writing something kind they would like to give as a gift to other training participants. The Trainer also takes part.
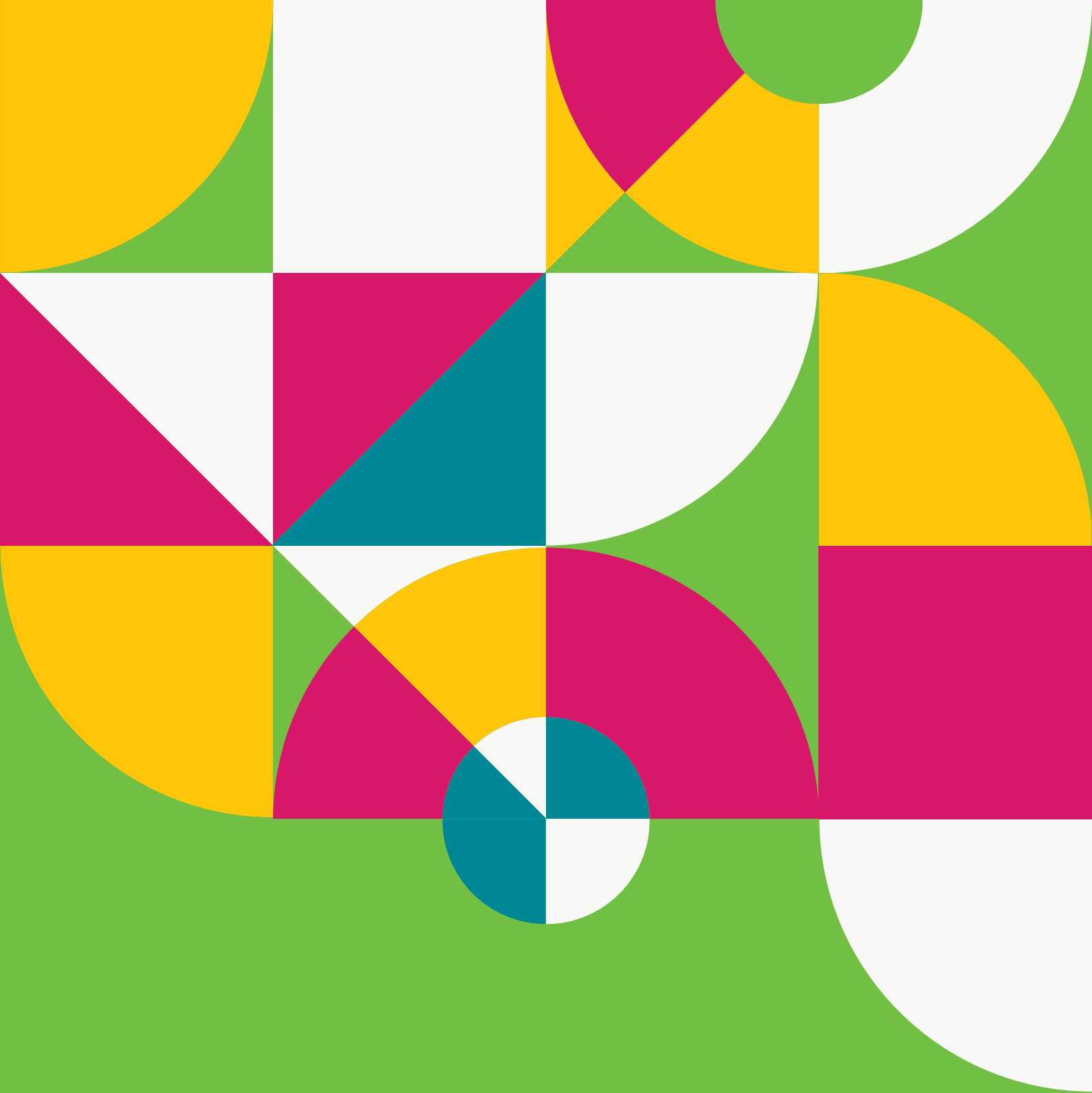
ANNEXES

Annex 1: Human Rights Bingo

Source: Compass manual https://www.coe.int/en/web/compass/home

The Universal Declaration of Human Rights
(Summary)

Article 1   Right to Equality

Article 2   Freedom from Discrimination

Article 3   Right to Life, Liberty, Personal Security

Article 4   Freedom from Slavery

Article 5   Freedom from Torture and Degrading Treatment

Article 6   Right to Recognition as a Person before the Law

Article 7   Right to Equality before the Law

Article 8   Right to Remedy by Competent Tribunal

Article 9   Freedom from Arbitrary Arrest and Exile

Article 10   Right to Fair Public Hearing

Article 11   Right to be Considered Innocent until Proven Guilty

Article 12   Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13   Right to Free Movement in and out of the Country

Article 14   Right to Asylum in other Countries from Persecution

Article 15   Right to a Nationality and the Freedom to Change It

Article 16   Right to Marriage and Family

Article 17   Right to Own Property

Article 18   Freedom of Belief and Religion

Article 19   Freedom of Opinion and Information

Article 20   Right of Peaceful Assembly and Association

Article 21   Right to Participate in Government and in Free Elections

Article 22   Right to Social Security

Article 23   Right to Desirable Work and to Join Trade Unions

Article 24   Right to Rest and Leisure

Article 25   Right to Adequate Living Standard

Article 26   Right to Education

Article 27   Right to Participate in the Cultural Life of Community

Article 28   Right to a Social Order that Articulates this Document

Article 29   Community Duties Essential to Free and Full Development

Article 30   Freedom from State or Personal Interference in the above Rights

A4 pictures of: the Parliament, the Council of Ministers, the President's Office, a court house, as well as of leading politicians from the party in power and the Opposition, and a well-known mayor

Please see the Democracy presentation

Aticles from media. Every trainer has to choose local ones. They should be: articles containing facts and data and articles reflecting opinions.

For example:
https://www.theguardian.com/commentisfree/2020/may/20/british-schools-science-children-education-testing-tracing

WHEN SHOULD BRITISH SCHOOLS REOPEN?
HERE'S WHAT THE SCIENCE TELLS US

We need to get children back into education, but a locally managed approach using testing and tracing is the only way

Devi Sridhar and Ines Hassan
Wed 20 May 2020 07.00 BSTLast modified on Wed 20 May 2020 07.22 BST

'Flexible thinking is key to balancing the competing demands of safety and educational need.'
Photograph: Barcroft Media/via Getty Images

The big debate over the past few days has been whether it's safe to open schools to children other than those those of key workers or classed as vulnerable. However, this isn't quite the right question to be asking. There will never be no risk. In a world where Covid-19 remains present in the community, it's about how we reduce that risk, just as we do with other kinds of daily dangers, like driving and cycling. What we should be asking is whether schools are

safe enough to open. To answer this, of course, you have to have data. What is needed to inform decisions is information and real-time monitoring, at the local level, to tell us what the daily number of new cases and rate of transmission is. Those concrete numbers should be what drives policy, not a set of abstract arguments, even less an ideological battle.

In the absence of this data, the proposal to reopen schools in England on 1 June remains controversial among teaching unions, the British Medical Association, staff and parents alike. Our view is that schools should reopen as soon as possible, but this must form part of a larger system of "test, trace and isolate" strategies, proper support and full transparency about the trade-offs involved and the large scientific uncertainty.
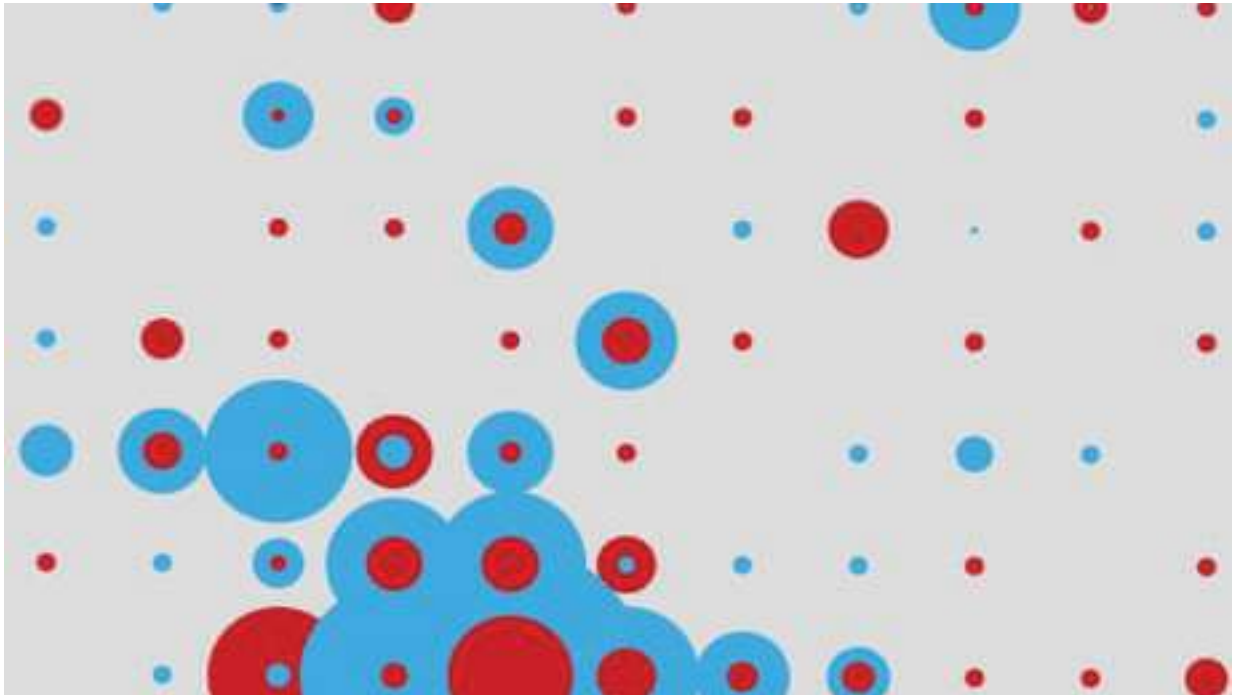
Coronavirus: the week explained - sign up for our email newsletter

Read more

That scientific uncertainty surrounds two key questions: the first is the degree to which children can transmit the virus to teachers and parents. The second is the number of children likely to develop a severe multisystem inflammatory syndrome several weeks after exposure to coronavirus. A recent study in the Lancet found a thirtyfold increase in children presenting with this condition in Lombardy, Italy, and the research team warned that other countries experiencing Sars-CoV-2 outbreaks would probably also see a rise in cases. The numbers were small and the evidence suggests that the syndrome is likely to be uncommon but, given that we still don't have data on exactly how many children have been exposed to the virus, we can't make a calculation as to how rare it actually is.

Elsewhere, we see that Denmark, Norway, Germany and New Zealand are starting to reopen their schools, which raises the question of why those countries might be in a position to do so while the UK is not. Politicians desperate for answers point to a preliminary study from New South Wales in Australia that found that "close contact" in schools resulted in very little transmission. However, one major caveat is that research was conducted

during a period when attendance had dropped to 5%, enabling true physical distancing. In addition, early widespread implementation of community testing, contact tracing and isolation of carriers across the country has helped to manage the number of cases. Australia is therefore easing its lockdown against a background of solid control of the virus. The lesson from there and other nations with similarly effective regimes is that the UK needs to suppress the virus and ensure that public health infrastructure is ready to detect new infections and identify clusters rapidly.

Advertisement

Given the difficulties around maintaining physical distance in overcrowded state schools, we need to identify innovative strategies involving the use of larger spaces, phased re-entry, or both. In Denmark, some schools have made use of spaces, such as a football stadium, that aren't currently being used. This may be a particularly useful tool in major cities with larger schools and class sizes. Germany has asked older children to return first, while New Zealand and Israel have prioritised the return of children who are from vulnerable homes, younger children who require adult supervision or pupils who have learning difficulties. The decision to prioritise younger pupils – because the early years are fundamental to reducing educational inequalities – or to focus on older pupils – because they are better able to follow physical distancing rules and have exams and graduation ahead – is a political one.

Flexible thinking is key to balancing the competing demands of safety and educational need. In the UK this could mean schools returning early from the summer holidays. Schools in New Zealand and Thailand have revised the dates of holidays for the remainder of the calendar year to make up for the teaching time lost during the lockdown. All signs point to this virus hitting hard in the coming winter as flu season begins and activity moves largely indoors. We should make optimum use of the summer months to get schools prepared and able to function, alongside a strong public health infrastructure.

Given the higher number of coronavirus cases and active community transmission in the UK, a conservative, locally managed approach to schools reopening seems wise. For example, a system whereby the rate of transmission and the number of daily new cases in a given area must be below a set level before schools can reopen could be implemented – and then only if "test, trace, isolate", social distancing, and hygiene and surveillance measures are in place. These conditions should be agreed in consultation with teachers and school heads, and public health, child psychology and education experts.

The tragedy is that the countries that moved the fastest and "crunched the curve" are those that never had to close schools, or are in a strong position to reopen them quickly. While the number of daily Covid-19 deaths grabs headlines, we must not forget the children experiencing hunger from loss of school meals, those living in abusive households and the widening educational deficit. While many scientific and logistical questions remain, what's clear is that children, especially those from disadvantaged backgrounds, are truly paying the price for the UK government's poor decisions over the past 12 weeks.

• Devi Sridhar is chair of global public health at the University of Edinburgh. Ines Hassan is a researcher at the Global Health Governance Programme at the University of Edinburgh

News is under threat …

… just when we need it the most. The Guardian's honest, authoritative, fact-based reporting has never mattered more. As we face the biggest challenge of our lifetimes, we'll remain with you, so we can all better understand the crisis. But at this crucial moment, news organisations are facing an existential threat. With advertising revenues plummeting, we risk losing a major source of our funding. More than ever before, we need your support to help fill the gap.

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https://www.theguardian.com/news/datablog/ng-interactive/2020/may/20/coronavirus-cases-and-deaths-over-time-how-countries-compare-around-the-world

**CORONAVIRUS CASES AND DEATHS OVER TIME:
HOW COUNTRIES COMPARE AROUND THE WORLD**

Compare the epidemic curve for individual countries with the interactive charts below

And explore our other pandemic interactives:

> **Coronavirus world map**

> **Coronavirus map of the UK**

> **Coronavirus map of the US**

> **Coronavirus cases in Australia**

Nick Evershed and Trent Nixon
Wed 20 May 2020 02.46 BSTLast modified on Wed 20 May 2020 02.59 BST

As the Covid-19 coronavirus continues to spread around the globe it has affected different countries in different ways. The severity of outbreaks depends on many country-specific factors, such as how early the pandemic hit, the country's healthcare system and government responses.

Here you can see an approximation of the epidemic curves for most countries based on data from the European Centre for Disease Prevention and Control and compiled by Our World in Data.

It's an approximation only, as it uses the date of reporting for cases and not the date of illness onset. This also means there are spikes in some areas – like in the China data – that relate to a single large report of cases.

The charts show which countries have managed to suppress the virus, which countries are only now being hit badly, and which countries are experiencing a second wave of infections.

The default view is intended for comparing each country's curve against the rest. Rather than using a log scale to do this, each small chart is scaled depending on the maximum value for that country. Bars are coloured to give a visual indication of where values are higher or lower compared with the global minimum and maximum.

You can also change the default view to scale all charts using the maximum daily value for all countries.

Case Study 1

A young guy gets his first job in a car wash. The starting salary is fixed at BGN 1000 and the young guy is very happy. On payment day he gets BGN 600 instead of the remuneration he was promised. The employer's explanation is that the young person is still not coping adequately since he is new to the job and there is a lot to learn still; there have been several complaints about the young person from clients; and, on the whole, having carefully considered how the young person did the job, he judged its worth at BGN 600.

Scenario 1)   The young guy agrees and keeps on working.

Scenario 2)   The young guy never turns up again to do another day's work for this employer.

Scenario 3)   The young guy reports the case with the Labour Inspectorate.

Questions to consider:

How does each of these scenarios affect the young guy? Who else is affected? In what way does each of these behaviours impact or fail to impact the community, and, in turn, the state?

Case Study 2

Ask the young participants to imagine that every day on the street they live on they notice some rubbish being thrown out of the balcony. They notice this is the doing of the occupants of Apartment No. 15.

Scenario 1)   They take no action.

Scenario 2)   They raise the point personally with the occupants of Apartment No. 15, stating this is unacceptable.

Scenario 3)   They talk to the superintendent of the block of flats.

How does each of these scenarios affect the young people? Who else is affected? In what way does each of these behaviours impact or fail to impact the community, and, in turn, the state?

Annex 5: Presentation on democracy

Presentation on democracy

Annex 6: Structure of the 11-Sentence Paragraph

Thesis

_____

_____

Argument 1

_____

Proof 1

_____

Proof 2

_____

Argument 2

_____

Proof 1

_____

Proof 2

_____

Argument 3 The residents of the town of …/ The students at…. School want a change in … (write down clearly how you see the change…).

_____

_____

Proof 1

_____

Proof 2

_____

What exactly do we want done?

_____

_____

A person sobbing and crying.

Miserable or discouraged person who lost/ was defeated in tennis.

Sad or despondent person engaged in self-sabotage by sawing the very branch he is sitting on.

Victory and defeat.

A crying child sitting all alone on a flight of stairs in the park.

A man flying over challenges. He overcomes obstacles and difficulties.

Hurdles along the way. Jump over the wall, break through it or give it up.

RESILIENCE IN A NUTSHELL

To date, in scientific writing, there is not a commonly agreed definition of resilience. In the Universal Encyclopaedia, as well as in any French dictionary, the word "resilience (measured in kg/m^2) describes the resistance to strain, i.e. it concerns the physical properties of objects, their resistant nature. The word has a Latin origin, from the verb resilio meaning to spring back, to rebound, spring out. It has acquired a slightly different meaning in psychology, namely it not only refers to resistance but also to a dynamic aspect denoting that the traumatized individual is recovering (reviving) and rebuilding.

One pragmatic definition would be: resilience – the ability of an individual or a social system to develop and grow in very difficult conditions. A characteristic like this involves: (1) preservation and protection, resilience; (2) building; and (3) long-term planning. It is built up through a lifelong process, in the interaction between the individual (social system) and its environment. Therefore, this characteristic will change depending on the conditions at hand and depending on the stage in life. It is never absolute. Nothing is gained forever, nothing is lost forever: this is where the realism and hope of resilience lie.

This is also why resilience cannot be seen as a substitute for the social or economic policy. These policies may facilitate the building of resilience or, on the contrary, destroy it. With resilience, the focus is on shared responsibility among all individuals concerned. This is why resilience remains outside the traditional (including political) class distinctions. This definition comprises a dual ethical premise: the life dynamics of the individual (social system) is linked to its immediate or further environment. Resilience is built for the sake of resilience – not for yourself and not for the others. The search for such ethics cannot ignore life's duality.

Resilience is built in a specific way depending on the specific circumstances and each individual case. It is not about a new technique enabling common influence. Still, it may facilitate the reconsidering of some methods of influence and suggest new ones. At the beginning, there is a change in the outlook to reality - an outlook searching passionately, reasonably, and patiently for elements which may help build a new life, as well as for the ability of the person and those around them, and the way to mobilize them. In this sense, resilience is distinguished by a purely corrective approach.

Often, at the base of resilience we discover the connection (first and foremost, full acceptance of the other) and the meaning. The latter is often intertwined with the connection, with a specific project, or non-sectarian faith manifesting in various ways. Other elements may also have influence and are always defined by their specific context: self-esteem, social and professional competence, such as planning skills or the skill to look for help when in need, as well as humour, and a certain degree of control on events (related to the significance). Other aspects, too, need to be studied, such as the relation with nature and creative expression and beauty which, too, are related to the significance. Each situation may offer particular opportunities which must be sought and utilized.

Resilience represents a reality of life which may be observed both professionally or from a general human point of view:

Life ⟷ Theory

i.e., we depart from life and continue toward theory.

SOME ESSENTIAL ELEMENTS OF RESILIENCE

Researchers have established a number of variables relating to resilience but all these are not of equal practical significance. Here we present some areas where the "essential elements" of resilience can be found. These may be seen as possible areas of intervention. Each area, in turn, may be linked to a group of variables related to resilience, as described in numerous studies. This synthesis is based on six criteria:

> The selected area must be **easy (clear)** enough to understand and use.

> The selected possible areas of action must be applicable to many **cultures** and **to different stages of the child's development.** This excludes some study findings which are too detailed and specific for some cultures and age groups.

> The selected areas must be **feasible**. Because of this, the choice is not only based on study findings but also on the feedback from field workers in various countries and continents.

> The selected areas must be such as are **not entirely opposed** to by either researchers, or field workers.

> Sometimes several variables mentioned individually in a study may be synthesized in a single area of intervention easier to remember. For instance, many variables are concerned with social skills and various problem solving and even technical skills. These would be easier to remember as a single area of "skills".

> There must be sufficient grounds for claiming that the selected area may offer actual causal effect on resilience and that this is not about general variable correlations without causality, or about different ways of describing resilience. Such a selection is based on the opposition between study findings and field experience, even if only because it is difficult to prove causality in a strictly scientific manner.

The selection presented below is far from exhaustive and must be accepted conditionally as open to improvement. The aim is not to provide a perfect tool functioning as a mechanic instrument: push button A to produce effect B. I do not believe that children and social life work that way. The aim is rather to provide professionals in each area a different approach to the issue they are dealing with; to offer a different perspective for possible solutions; even to suggest a different way of treating inextricable issues. This means that many of the details must be sought for on site by field workers and in accordance with the specific situation they are facing. They may arrive at their own synthesis of the possible areas of intervention adapted to their own needs. Resilience is definitely not a magic trick but it may open new perspectives and give new hope.

Below we offer **five possible areas** of intervention which are worth studying by professionals who aim to build and encourage resilience:

> Informal support system at the basis of which is formed a relation of unconditional acceptance of the child by at least one significant adult. This acceptance is possibly the overall foundation for building the rest.

> Finding the significance and the meaning. This applies to spiritual life and religion.

> Some social skills and problem solving skills; the importance of having some degree of control over what is happening in one's life.

> Certain self-esteem and positive consciousness.

> Certain sense of humour.

These factors are explained in further detail later. **For each area we may try and find out:**

> Whether and what is the attitude toward the child, the family, the environment; are there any available resources in each of these areas? For instance, is there anyone in the child's social environment who could make the child feel accepted and loved?

> What can we do to encourage development in these areas: What can the child, the family, the community do? What can they do together? For instance, can some form of artistic expression enhance self-esteem?

Naturally, this does not rule out resorting to specialized services, if indeed necessary, and ensuring… the availability of such services!

We must always keep in mind that there is a lot we can learn by turning our attention to children facing difficult conditions in life or threatened with development issues but who never develop such problems and manage to overcome the risk. It may be useful to track a few of them. This is not always easy since, as a rule, these children are not in contact with a social worker or a specialized service.

Area 1: Social Environment and Unconditional Acceptance

For many researchers and field workers unconditional acceptance of the child as a person stands out as the major contribution to the child's resilience. This is not to be automatically interpreted as, "If the child is accepted unconditionally as a person, everything must be OK". The child needs much more but this is the foundation to build on. We are being asked the scary question to which we have not as yet have the answer: what do you do when a child has lost all ability to connect with the others?

Unconditional acceptance of the child as a person is not equal to tolerating any and all behaviour. On the contrary, unconditional tolerance of any behaviour is often a sign of total indifference, which is exactly the opposite of acceptance.

Unconditional acceptance has been described in various ways: actual care for the child, love for the child, the child is always welcome to come back home no matter what, etc. Having said that, here we mean true love for the child in the full sense of the word. Unfor-

tunately, love is often limited to feelings or sexual relationships. True love, however, is the challenging manifestation of unconditional acceptance of the person, a warm welcome of an individual into our lives, something to endeavour day after day, something very different from the conditional and functional relations imposed by modern society. It is important to be conscious of the possible breakdown of such relationships and this will be discussed further in the following section.

This is how a boy who used to live in the street describes his experience: "If I managed to break away from the street, it was first and foremost because I met someone who truly believed in me, a teacher of street urchins". There are extreme cases where the role of the "significant adult" is played by another child, which represent an extraordinary way of feeling accepted indeed.

Unconditional acceptance is easier to manifest in informal family and friendly relationships than it is in any professional relationship. This is one of the reasons why informal social networks are so important, especially as these networks are often the first to provide help in many aspects of life, whenever people face problems. This means that in the event of any professional intervention, special attention is to be paid to such informal relationships. This would involve the social worker first trying to see how the child may be helped by and into his or her informal environment (family, friends, and community) before considering any direct intervention.

Friends, family or distant relations, or even sometimes teachers, or representatives of the community may play this role in acceptance. For various reasons, it is in the community's best interest to see these informal relationships functioning well.

If the family is functional, it will offer its members unconditional acceptance. This, for one, is why families are so important but also strongly criticized as a result of many people having exactly the opposite experience with family life.

For various reasons, many families do not accept their members unconditionally. Possibly, many adults who behave "normal" have never experienced such acceptance. Resilience research does not claim that the lack of such an acceptance necessarily entails problems but simply that this acceptance can make children stronger when in ordeal. It seems that most people would be better off, if they could experience such acceptance in their lives, in their family or in a true friendship.

Hence programmes and efforts to support families, friendships, and informal relationships toward functioning better without aiming at perfection may prove extremely important and prevent much suffering.

Area 2: Ability to Find Order, Significance, and Meaning to Life.

"Man does not live by bread alone". This is the wisest of sayings. We seem to need some meaning and significance to life and this need does not apply to adults and intellectuals only. The word significance is difficult to define. Maybe we could describe significance as a deep conviction that there is something positive in life – despite some bad experiences; something to which we belong and which may give us some commitment and orientation in life. The answer to this need for significance may take many shapes. For instance: hav-

ing a small and attainable goal; finding a direction and order, and beauty, commitment to others, and various forms of religious faith.

Experience has shown that this sense of significance may be helpful even in extreme circumstances. For example, Mother Theresa's concern for the dying poor is incomprehensible from a purely utilitarian point of view; however, it does acquire significance if we believe that there is something valuable to each life, which we must cherish.

Viktor Frank, an Austrian psychotherapist, has survived the terrors of concentration camps. This experience opened his eyes to the value of significance and inspired his therapeutic practice based on the discovery of the significance of life, which he called logotherapy.

Some researchers have established a positive connection between resilience and religious faith, which is a particular way of discovering significance. It is worth discussing this connection in detail here. For instance, the most fundamentalist approach to religion could suggest resilience until drastically challenged by actual experience. Tried in such experience, it may collapse. Furthermore, fundamentalist approaches to religion may be able to protect one individual and prove destructive for another not sharing the same fundamentalist faith. Thus, for example, some sects lead to exclusion and violence, and confuse our need for orientation with lack of respect for the consciousness.

Allow me to express a very personal view here: any true religion must be a form of deep realism. True religion is not about detachment or running; on the contrary, it must allow us, within a specific cultural context, to be deeply conscious of reality, even realities beyond our understanding, control, or direct experience. A source of resilience can be found in the Christian tradition. For instance, the introductory chapters of the Bible radiate basic faith, namely that the world is good even if human beings have majorly messed it up. In short: if there is any good in creation, and if our religion is helping us see that good at the deepest level, then religion could give us more strength and faith; it could make us stronger and more resilient.

We can encourage the discovery of significance in various ways, always taking the local culture and individual development of the child into account. The child can discover significance in playing, and discover it on his or her won. Still, it may prove helpful if the child discovers nature, too. Nature can stimulate the child's creative expression, be it any expression, without expectation of masterpieces. Sometimes discovering the team spirit in sports, such as football, can be very beneficial. Looking after flowers or the garden, or pets, or other people, can conduct a feeling of significance.

Area 3: Various Skills

This area involves acquisition of all kinds of social skills and problem solving skills, as well as some technical ones. If I possess a skill matching the situation I am in, a skill which is helping me solve a problem I am facing, then this skill is enhancing my resilience.

The list of such skills is infinite. For instance: how to communicate with people; how to control my gut reactions and impulses; how to ask for help or clarification; how to practice the old saying 'Think before you act'; how to remain calm when I am offended, etc., as well as the acquisition of various professional skills such as carpentry or office skills, truck

driving; how to become a good teacher, or doctor, or lawyer, etc.

Just having those skills, however, is not enough. The child should be able and willing to use them. The child or young person must feel that he or she can make a difference, no matter how small. The child must feel that the "locus of control" is inside him or her.

The attractive side of skills is that many of them can be acquired in everyday life or through some kind of training. It is therefore important that children are able to learn at home, at school, and among friends. This involves:

> Children living according to certain standards, being explained how to deal with what is required of them and provided with constant support.

> Children being able to partake in many activities involving a manageable degree of responsibility.

There is a tendency to view skills training as a solution to many problems. In this sense, any problem is solvable as long as we provide the appropriate training. People, however, are not computers content with programming or reprogramming only. As a supervisor once noted, training in skills could prove almost useless, unless there is prior unconditional acceptance of the child and unless the child sees any significance in his or her life: two areas already described above. It would seem that in these first two areas we can lay some solid foundations on which everything else will be based, including training in skills. This process should not be viewed over theoretically. Sometimes, especially in compulsory education, we are able to follow a more or less systematic method but in real life most things go hand in hand.

Thus, for instance, a concerned teacher may provide a stable relationship for the child as well as training in skills, and, with time, life will attain some significance for the child.

Possibly the area of training in skills is where we would most easily find all sorts of materials and training courses. Even so, there may not be miraculous courses, and we need to find out what is really appropriate for each situation, and sometimes for every single child.

Area 4: Self-esteem

Self-esteem is often mentioned in relation to resilience both in studies and by field workers. It is related to the areas already discussed. Unconditional acceptance of an individual (and not of any behaviour) will encourage self-esteem. A similar effect would be achieved through finding the significance: if my life has some significance, then it cannot all be bad. Possessing skills normally stimulates self-esteem, provided that standards are neither too high, nor too low. Still, it is better to discuss self-esteem on its own merit, as it can be very important in itself considering that normal everyday behaviour can stimulate or destroy it. For instance, strict discipline, excessive negative criticism, unattainable standards, and sharp irony may be common but they can also be very destructive of self-esteem. Some justified self-esteem, constructive criticism, and standards without perfectionism, on the other hand, may be just as common but they also help maintain one's self-esteem.

Example: A person working with sexually abused children says that he understands why some children at risk do not fall into the exploitation trap. It has transpired that these children simply feel strong repulsion toward the very essence of sexual exploitation. It amounts to these children having some self-esteem. Knowing that, we may try to find a way to keep this self-esteem up as a kind of prevention. Again, what is applicable in this situation may have a different effect in another.

> Prof. Matthew Lipman of Montclair, New Jersey, the founder of "Philosophy for Children" – an exciting educational approach, explains in a BBC film how training extremely poor children into thinking can strengthen their self-esteem. Very often such children have nothing that belongs to them. Even the bed and toys can suddenly be taken away from them. And when such a child develops his or her own critical thinking, they have some-thing entirely theirs, something to be proud of and which no one can take away from them.

> A supervisor of neglected children explains how he reacts to their thefts. He does not criticize them for the theft itself. First, he lets the child explain how it all happened. The theft often turns out to be extremely resourceful! And then the supervisor attempts to gradually redirect this intelligence to a more creative purpose in life. Thus he is trying to spare both the child's self-esteem and resourcefulness, thereby shaping the child into a more socially acceptable individual. This leads to several conclusions:

> Acceptance must refer not to behaviour but to the child as a person;

> Positive traits and qualities must be drawn to the surface, as the majority of people may not notice them hidden behind unacceptable behaviour;

> The child's self-esteem must be respected and encouraged throughout this process.

The latter example also illustrates how self-esteem may be closely linked to the other areas discussed above.

Area 5: Humour

Humour and the sense of humour are rarely mentioned in resilience studies but are readily acknowledged as extremely important by field workers of various cultures and even by some educational specialists.

There can be more to humour than just laughter. A friend who is always happy and gleeful but who has suffered endlessly in life demonstrates that there is pain at the basis of most of humour. Humour often means that we accept imperfection and suffering but choose to positively integrate them into our life, in the shape of a smile. We may not be able to escape suffering but we are not defeated by it either. This all means is that true humour may be more sophisticated than the usual mechanism of fleeing: running away means turning a blind eye to the painful reality, while humour integrates this reality into life and transforms it into something more bearable and positive. This can be an enormous source of strength and provide a direct link to resilience. Humour can take various forms, from simple laughter to a smile we keep on in the face of trouble. And, those who possess the difficult skill of laughing at themselves, gain inner freedom and strength.

Man's Search for Meaning, Viktor Frankl

In the Foreword to Viktor Frankl's book Man's Search for Meaning, Harold Kushner says: 'Terrible as it was, his experience in Auschwitz reinforced what was already one of his key ideas: Life is not primarily a quest for pleasure, as Freud believed, or a quest for power, as A. Adler taught, but a quest for meaning. The greatest task for any person is to find meaning in his or her life.' [17].

Frankl writes that life has potential meaning under all circumstances, even the most unbearable. He describes everyday life in the concentration camp and explains how this life was reflected in the mind of the average prisoner, underlining that only he who has been through this knows it for what it is, knows from personal experience what happened there and understands and knows what it is all about. A life where one lives not under their own name and identity but under some number, no personal belongings or clothes, almost no food, no normal bed, to say nothing about books, or even no possibility to keep or preserve their wedding ring – a symbol of a thing so sacred and cherished as love. A life of work too strenuous followed by cruel punishments and beatings at the smallest offence, and – even in the lack of offence – a life full of diseases, suffering, cold; feet bruised with the cold in tattered shoes, wired instead of laced; a life worse than that of a stray dog, a life terminated by slaughter, or, if it was not a case of suicide or death from sickness, most likely striking its final chord in the gas chambers and crematoria in Auschwitz. 'Everything we possessed, literally, was our own naked existence…', says Viktor Frankl.[18] He goes on to share that the spectacles and belt he possessed he, later on, had to exchange for a piece of bread. 'We knew that we had nothing to lose except our so ridiculously naked lives.[19] This was a life in which the thought of suicide was entertained by nearly everyone but 'later even gas chambers stop horrifying you', he says, 'because they even save you the effort to kill yourself.'

Viktor Frankl comes to the conclusion that love is the highest goal to which one can aspire, and that a man can be saved through and in love, and even a man who has nothing left in this world still may know bliss, be it only for a brief moment, in the contemplation of his beloved[20] and that love goes beyond the physical person of the beloved and it finds its deepest meaning in his spiritual being, his inner self[21], that nothing can impair the power of love and that love is as strong as death[22].

Frankle goes on to explain that it is impossible to come up with meaning in general terms as something unique and universal for all. The meaning of life is **different, individual and unique for each person because everyone has their own, different fate and destiny.** And when one finds out that their fate is to suffer, suffering acquires new dimen-

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17. Viktor Frankl, Man's Search for Meaning, p. 6
18. Ibid, p. 31
19. Ibid, p. 32
20. Ibid, p. 57
21. Ibid, pp. 58–59
22. Ibid, p. 59

sions and is transformed into their own one and only task, and thus this can save them from despair.

An interesting aspect of the meaning of human life that Frankl touches upon is its purely medical and physiological side. Explaining how loss of purpose in life can lead to such a collapse of one's immune system and the ability of one's body to fight back diseases, Frankl shows how this can have fatal consequences end and one can even die. Meanwhile, those full of meaning and purpose to drive them and shed light on their way can survive in the most severe conditions and defeat even the worst diseases in their fight for life. Were one to lose their meaning of life, however, existence becomes meaningless and this is the end. It is meaning that drives and maintains existence itself. Therefore, there can be no existence without meaning because life is always vigorous and we are born with the need to seek meaning in life reflecting what is valuable to us. Meaning is what lends our life purposefulness and power.

This is why Viktor Frankl's logotherapy is precisely meaning-oriented. Developing his logotherapy, he does not pose the question - 'What do people in the camp die from?'. Instead, he poses another question - 'What keeps them alive?' And the answer is clear – under these inhuman circumstances, what helps people survive is nothing but meaning. **When a man has found meaning and "knows the 'why' for his existence, he can bear with any 'how'".**

1. Frankl, Viktor, Man's Search for Meaning, Hermes Publishing House, Plovdiv, 2013

"Dear Mila!

I want to tell you not to be afraid _____

_____

_____

You can _____

Believe in _____

Do not give up _____

because _____

_____

_____

Finally, I would like to tell you that _____

and know that the effort is well worth it and you will succeed!"

Annex 14: Examples

Every trainer could present news from the local environment

For example:

https://www.theguardian.com/all-in-all-together/2020/may/19/ive-had-people-in-tears-thanking-me-how-two-women-are-ensuring-families-in-their-community-are-staying-fed

https://www.theguardian.com/all-in-all-together/2020/may/19/its-brought-home-the-value-of-these-roles-lockdowns-private-sector-heroes

Annex 15: Planning template

1. Why	2. Why	3. Why

Sub-goal:	**Main goal:**	Sub-goal:

Sub-goal:		Sub-goal:

Sub-goal:		Sub-goal:

When?

Who?		3. How?

Who?		2. How?

Who?	When?	1. How?

BUILDING MY HOUSE
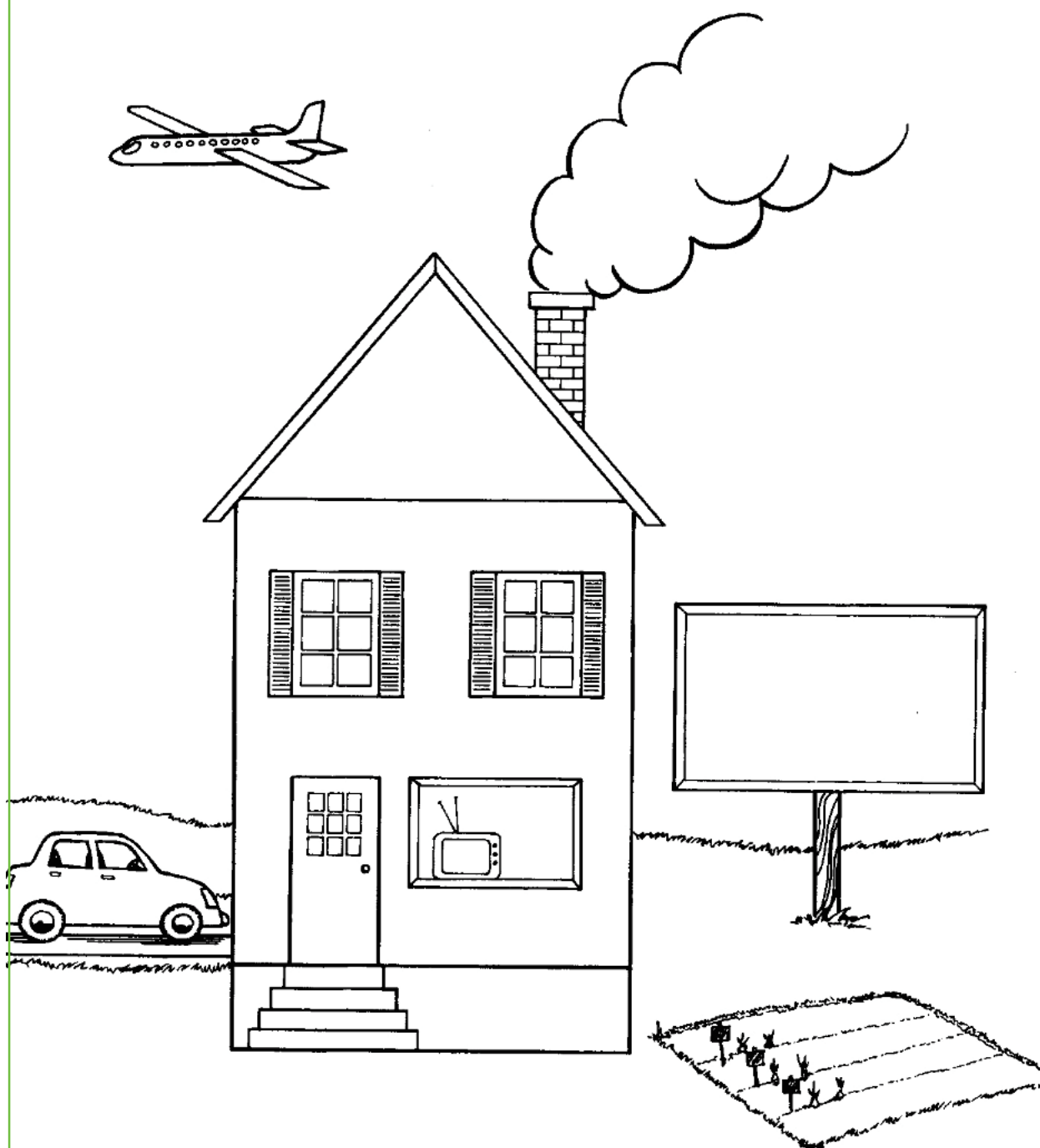
Name: _____

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