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## **Advocates for Education**

Report of the study session held by  
Don Bosco Youth-Net ivzw

in co-operation with the  
European Youth Centre of the Council of Europe

European Youth Centre Budapest  
08 - 15 April 2018



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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## Acknowledgements

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## Executive summary

From the 8<sup>th</sup> till the 15<sup>th</sup> of April 2018, Don Bosco Youth-Net ivzw (DBYN) organised the study session “Advocates for Education” in the European Youth Centre of Budapest. In total 24 participants of 13 different nationalities took part in the study session. All of them are active as volunteer on national level or professional in non-formal youth work.

The study session was a 6-day training programme for youth representatives. It aimed to train volunteers of DBYN’s member organisations to become active in advocacy work, relevant for the network. It fits into the new training strategy of our network, which aims at the development of different profiles of active citizens: Educator, Advocate, Social entrepreneur and Salesian Chaplain. Each profile focuses on a different way of emancipation in local communities. The youth representative is an advocate who advocates a “home” or “a place for themselves in society” for all young people, enabling them to develop a life of autonomy in which their rights are respected and develop a sense of freedom and safety. The Committee of Ministers’ Recommendation CM/Rec(2016)7 on young people’s access to rights forms a stable policy framework for advocating this issue. As the call for youth autonomy is strongly linked to youth people’s access to rights, we saw the Council of Europe’s Youth Department as a crucial partner in developing such a training course.

We used the pedagogical style of Don Bosco as a basis for training, integrating methods and tools from the Council of Europe’s Human Rights Education strategy. The training programme itself consisted of several learning domains: First we focussed on advocacy essentials, building the rights knowledge and attitudes to understand the field of youth advocacy and find their personal motivation to engage within it. Next we invited two professional advocates as experts, who shared their testimonies about their work in order to inspire the participants with real examples. The participants now continued with developing advocacy skills through a set of team assignments, in which they had to develop their own advocacy campaign outlines. Throughout the training programme we were offering supportive measures which facilitated the individual learning process of the participants: tools for individual reflection, daily reflection groups, and an extensive final evaluation session. Finally, we had a parallel spiritual programme in which the participants could make a connection between the content of the training course and their personal beliefs in life.

‘Advocates for Education’ was a learning process both for the participants as well as for DBYN as a network. The participants got a qualitative learning experience and developed basic competences in youth advocacy. They will now act as multipliers in their local, regional or national youth organisations. To support them in this effort we have produced a guidebook on how to set-up advocacy actions. Nine of the participants will join DBYN’s European pool of youth representatives, representing the network towards a diversity of European institutions and global platforms. DBYN as network develop new organisational capacity in the field of youth advocacy as well. Through developing the training programme together with the Council of Europe’s educational advisor we now have a basic outline for an advocacy training, which we will multiply in the coming years. For this we have made the training manual available as an Open Education Resource. We are convinced that these outcomes of the study session will have a lasting impact on your network.

## Introduction

The study session 'Advocates for Education' was a training course for youth representatives. It trained volunteers of DBYN's member organisations to become active in advocacy work, relevant for the network. The training course took place in the EYC Budapest, 08-15/04/2018. In this final report we present insights to the backgrounds, the process, the programme and the outcomes of the study session. We will also offer perspectives on how DBYN aims to follow-up on the outcomes.

## Don Bosco Youth-Net ivzw or DBYN

Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organisations which work in the style of Don Bosco. The network assembles 18 organisations, +1.000 employees and +9.500 volunteers, who cater for +125.000 children and young people in 16 European countries. The task of the network is to create and promote international activities for and by young. Next to that we create possibilities for our member organisations to share their good practices and start-up new projects together. Furthermore, we represent the voice of Don Bosco young people on European and international level through advocacy work. All actions which we carry out within the network are based on the pedagogical system of Don Bosco, a pedagogical approach with a tradition of over 170 years.

## Needs analysis

Don Bosco Youth-Net ivzw and its member organisations come from a tradition providing non-formal education through inclusive youth work to young people facing fewer opportunities. This resulted in an organisational competence in developing, implementing and disseminating strong and effective learning programmes for youth and youth workers (volunteers & professionals). However, we lack the tradition of advocating for the needs of young people. This stems from the political neutrality of the global Don Bosco Movement. In order to achieve our aim to represent the voice of Don Bosco youth we need to develop the competence to train advocates for our movement to advocate for policies affecting young people's development towards youth autonomy and active citizenship.

## Background

The decision to implement this activity was taken by our General Executive Body (assembly of all members of the network) at the recent meeting (March 2017) while discussing the annual work plan for 2018. The members decided that it is crucial to work further in the area of building capacity of young people who participate in our events for local advocacy and/or represent the network towards international institutions. This is in line with our current master plan 2018-2020, in which "advocating for youth autonomy and active citizenship" is one of the strategic priorities. In order to achieve this strategic priority we are updating our training strategy, which now will include a specific training strategy for "youth representatives".

As for Human Rights Education, we have been progressively working on the topic since 2009. The process started when we realized, that for two institutional stakeholders we are working closely with – the Council of Europe's Youth Department on one side, and the Worldwide Don Bosco movement on the other – this is, and will continuously be one of core priorities. We have organised two study sessions dedicated to the topic of HRE: The 2013 'COMPASSing DBYN towards HRE' was a training of trainers focussed on developing trainer competences within Human Rights Education, starting the process to integrate HRE in our actions. The 2015 'A Preventive Approach in Human Rights Education' concluded this process by developing recommendations to integrate HRE into our educational methodology. These study sessions went hand-in-hand with international activities and work plans supported by the European Youth Foundation. While the study sessions at

the European Youth Centres (EYCs) were crucial to develop new competences in HRE for the network, the actions supported by the EYF were crucial to learn how to implement them. As such this study session is a follow-up on our 2016 “Don Bosco 4 Refugees” EYF-funded work plan, in which we explored how DBYN can develop an approach to youth advocacy fitting our educational methodology. After these first practical experiences now we are looking not only to deliver a training for youth representatives, but through the supportive framework of a study session to develop strong format for it, which we can use as the basis for new training strategy.

### **Aims and objectives of the study session**

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

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

### **Profile of participants**

The participants of this study session were expected to become active in developing and implementing advocacy actions within our network, or within their local context. These actions can include development of campaigns, representation assignments in local and national youth councils, support of policy development within member organisations, training local and national volunteers in advocacy and the rights-based approach. Apart from this they can get involved in DBYN's pool of youth representatives, representing the network towards international institutions and civil society organisations.

In order to attain this outcome, we'd put forward following profile:

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

Our member organisations, although stemming from the same movement, are very diverse in terms of target groups, actions, working styles, etc. We wanted to motivate that this diversity is strongly present in the selection of participants. Therefore, we inquired through an application form to the personal backgrounds and insights of the applicants. The team of trainers used extra criteria for the selections with include gender balance, geographical balance, experience in working with specific target groups (Refugees, Roma, ..), different types of youth work (local youth centres, international voluntary service, ...), and prior experience in advocacy or representation work. We also welcomed applications from non-DBYN member organisations, in order to bring in a different perspective from organisations which have the same need for training youth advocates.

## **Link with the work of the Council of Europe**

The study session mainly contributed to achieving the Council of Europe's youth sector's priorities of "Access to Rights" and "Youth Participation and youth work" The programme focused strongly on Human Rights advocacy, using the Committee of Ministers' Recommendation CM/Rec(2016)7 on young people's access to rights as one of the main didactical resources throughout the learning programme. The expected learning outcomes and follow up – as the study session will look into engaging young people as Human Rights advocates, contribute towards youth participation in their local realities. The advocacy strategies that we will work on during the study session will be reflecting the principles of meaningful youth participation, as outlined in the revised charter on participation of young people in local and regional life.



## Programme – inputs and discussions

We will only briefly introduce the training programme, as the full training programme including an evaluation is included as appendix to this final report. The training course itself consisted of several complementary “modules”:

1. General flow
2. Defining advocacy
3. Transversal learning lines
4. Policy frameworks
5. Expert sessions
6. Team assignments
7. Evaluation
8. Spirituality

### General flow

We started the training programme with an inductive learning process. We explored different questions related to Human Rights advocacy in order to build a common frame of reference: What is advocacy? How can young people be advocates for issues that affect them? What is the advocacy work done in the Don Bosco Movement? What is the general Human Rights panorama? What are the Human Rights in question? What are the Human Rights advocacy specificities? What is the advocacy cycle?

For this we used combination non-formal methods, theoretical input, methods from COMPASS and 'Have your say', simulation games and experiential learning.

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

### Defining advocacy

There are many definitions and interpretations of the meaning of “Advocacy”. Therefore, we needed to define “advocacy” for this study session. This allowed the team of trainers to have a clear vision, which was used as anchor point for the participants. Our definition:

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

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

We need to clearly illustrate how we (DBYN, Council of Europe & the team) stand for rights. This means we need to clarify how the participants’ personal values can be interconnected with those of the Don Bosco Movement as well as the Council of Europe. As there is such a strong interdependence, it should be clear that advocacy is not a 9-to-5 job, but should be part of their individual identity and general attitudes.

We plan to use the “See, Judge, Act” method native to Catholic Social Action as underlying process for taking action. There are clear links with the 3 dimension - learning *about, through* and *for* HR - of HRE from COMPASS. At the same time there are clear historical links between the Don Bosco Movement and the Catholic Social Action movement.

It is important to make a clear distinction between policy and politics. Our focus is on policy development starting from clearly developed policy claims. We will need to clarify the field of advocacy in which we will be active, starting from our educational mission and methodology.

As our educational methodology aims to assist young people to grow towards full participation in society and youth autonomy, we need to promote youth participation in youth policy development as a crucial element in this process. We need to clarify that advocacy always is aimed at policy makers and other relevant stakeholders which have an influence on youth policy development. Because of its particular target group and focus, we need to demonstrate that advocacy actions go beyond awareness-raising or information campaigns.

Finally, advocates represent the needs or interests of people. This representation requires being fair and honest. This is translated into a trust mandate between the representative and the people represented. This trust mandate is crucial in effective advocacy. There is a strong difference between the trust mandate on local, regional, national and European level. The more local, the more direct a representative is held accountable; the more global, the more the representative needs to self-direct his or her accountability. Therefore, it is important to clarify to that each level requires different accountability measures.

### **Transversal learning lines**

Throughout the training programme we brought in transversal learning lines, emphasizing on cornerstones for successful advocacy from Don Bosco Youth-Net’s perspective.

Advocacy includes an advocate represents issues on behalf of a larger group. The trust mandate refers to maintaining the shared ownership on the issue. When the trust mandate is broken, advocacy isn’t effective, as the common issue isn’t addressed or supported anymore. It is crucial the participants learn to understand this. Therefore, the trainers made reference to this element throughout the training programme.

As all participants are stemming from the Don Bosco Movement, it was crucial to offer historical perspectives on the figure of Don Bosco (and his successors) as model for advocacy. This allowed the participants to make a clear connection between the movement they are part of and advocacy.

There are many issues to be addressed through advocacy. Don Bosco Youth-Net has an expertise in non-formal education. Therefore, we put a clear focus on Education throughout the training programme, in order to keep the learning process of the participants relevant to the advocacy actions afterwards.

In advocacy we want to follow a human rights-based approach. Hence we emphasized on human rights aspects of advocacy on education throughout the full training programme.

In order to impact policy making, advocacy always needs to make reference to relevant policy papers. For this training course the Council of Europe’s ‘Young people’s access to rights CM Rec(2016)/7’ was most relevant. We used this legal instrument as a resource throughout the training programme.

## **Advocacy essentials**

A first block of sessions focused on building the essential knowledge and attitudes in order to develop advocacy competences. This included sessions on relevant advocacy frameworks, including basic definitions on advocacy and Human rights, basic knowledge on the structures and advocacy work of the Council of Europe, the CoE's Youth Department, Don Bosco Youth-Net and DBYN's local organisations. From this knowledge framework we continued to introduce the advocacy cycle as tools to developing advocacy actions, training basic skills to develop an advocacy campaign. We combined this with sessions in which the participants could explore their own perspectives and ambitions in becoming an advocate for education, finding connections with their personal value-systems and local contexts.

## **Expert sessions**

After 2 days of working on advocacy essentials, the group was eager to get some concrete examples on how to carry out youth advocacy in practice. We invited 2 experts, to bring-in the perspective. The pax had already developed a basic understanding of youth advocacy and how it is linked to the CoE's youth department and DBYN. They also got a basic notion on issue in their local community. The experts build their inputs on this.

The first expert was Anca Sandescu, a freelance Human Rights trainer and consultant with a long experience in working in local contexts, as well as within international institutions like the Council of Europe and the United Nations. She introduced advocacy for Human Rights on a local and international/European level with a focus on advocacy for Roma rights for education. Several of our members are active in advocating for Roma young people rights.

The second expert was Ángel Gudiña, executive secretary of Don Bosco International, which is the advocacy agency of the Don Bosco Movement towards the European institutions. He presented advocacy activities within Don Bosco movement. He also stayed on the following days to follow-up on the campaign development, giving feedback from the Don Bosco institutional perspective, identifying outcomes which could be carried forward in the Don Bosco Movement.

## **Team assignments**

In order to practice their basic advocacy competences, we challenged the participants to develop their own advocacy actions. The participants had to define an issue and work-out an advocacy campaign plan. The outline for the campaign plan was structured on the basis of the advocacy cycle they developed during the 'advocacy essentials' sessions. Through peer evaluation and feedback from the trainers, the teams could assess and improve their advocacy campaign outlines. The final versions have been uploaded on our dedicated website:

<https://www.dbynbuildingcitizens.net/outcomes/may-03rd-2018>

The participants worked on the advocacy campaigns outlines as an exercise, in order to develop a deeper understanding of implementing the advocacy cycle into a concrete action. On the final day they participants were challenged again to build upon this experience, developing 3 types of outcomes:

The first team developed a practical guidebook on how-to develop advocacy campaign, aimed at the local organisations they are active in. A second team continued to work on the advocacy campaign outlines, developing them into a concrete proposal to be implemented in their local organisation. The last team developed an action plan for implementing No Hate speech campaign on local level.

## **Evaluation**

Every day we had a dedicated timing for evaluation. The participants were assigned to daily reflection group. At the daily evaluation session, the participants could share experiences of the day and reflect on their learning process. Each day the trainers provided a set of questions for reflection. The participants were also encouraged to give feedback directly to the trainers. In order to keep track of their learning experiences, each participant received a personal notebook, in which they were encouraged to record anything they identify as important for their learning process. The last session of the training course was an extensive evaluation session combining the evaluation groups, active reviewing and individual evaluation.

Each participant was expected to complete an online evaluation. The summary of the participants' evaluation is available on [www.dbynbuildingcitizens.net](http://www.dbynbuildingcitizens.net), providing the unedited feedback of the participants:

<https://www.dbynbuildingcitizens.net/outcomes/advocates-for-education-participants-evaluation>

Each participant completed a self-assessment on their advocacy competences. This online survey was carried out before and after the training course. We developed a summary report, recorded the learning progress of the participants:

<https://www.dbynbuildingcitizens.net/outcomes/advocates-for-education-educational-impact>

## **Spirituality**

DBYN is a faith-based organisation; part of our programme had been reserved for reflection and prayer. For this specific programme two of our trainers also took on the responsibility for offering Salesian Chaplaincy during the programme.

In the Don Bosco Movement there is a tradition of over 166 years (since May 1847) closing the day with a "Salesian goodnight". This is a tradition which all organisations, schools, youth care facilities, in the Don Bosco Movement maintain up to today. DBYN uses this as well in all its activities. It creates a recognisable identity, as all participants are familiar to this. At the same time, it offers the opportunity for intercultural dialogue, as all countries have a different tradition. In DBYN we also start the day with a "Salesian good morning", to offer more participants to deliver such a reflection. The participants could volunteer to deliver a goodmorning or goodnight. The Salesian chaplains assisted them in the preparation of it, so it would also fit the process of the study session.

The Salesian Chaplains offered an optional morning prayer for those who wanted. On Saturday morning we had a common a Mass celebration, for which we invited a Salesian priest of the Hungarian Salesian province. Apart from the spiritual programme the Salesian chaplains were also responsible for the pastoral care of the participants and the team members.

The ideal situation is that there is a specific room assigned in the European Youth Centre, as a room for silent reflection. The EYC Budapest offered appropriate accommodation for this. We used this extra reflection room for the full week. All spiritual programme items were organised in this room. Apart from this, participants which needed some personal space for reflection or silence could use this room at their own initiative.

The Erasmus Student Network ran another study session in parallel to ours. As we were sharing the European Youth Centre, we offered to share the reflection room with them. We also invited them to attend the option morning prayer, the goodmorning/goodnights and the Mass, for those participants interested.

## Main outcomes of the study session

### Recommendations or statements on issues that require particular attention and which could be addressed in the context of the European youth work

The educational concepts and methods applied or developed for the study session have been recorded in open educational resources, which are available for multiplication. The participants developed an advocacy handbook for local DBYN organisation. This handbook includes easy instructions on how to apply the advocacy cycle on local level. We also made the training manual available as OER (open education resource). This will allow us to repeat the activity in future, but also allows our member organisations or other interested actors in the field of European youth work to set-up similar training courses.

We think these resources are interesting, not just for DBYN. At the same time, we are convinced that the outcomes developed by other INGYOs at study sessions could be interesting for us as well. At the moment the European Youth Centre only offers an overview of the study session reports:

<https://www.coe.int/en/web/youth/study-sessions-reports>

It would be interesting of also providing a space where the INGYO materials are collected. For this we would like to make reference to the European Youth Foundation, which has such an area:

<https://www.coe.int/en/web/european-youth-foundation/ngo-materials>

### Main results for the organiser of the study session

The main result for Don Bosco Youth-Net is the newly developed capacity in the field of youth advocacy. Through developing the training programme together with the educational advisor we now have a basic outline for an advocacy training, which we will multiply in the coming years.

We also developed a deeper understanding on how to develop successful advocacy actions: In order to assure the success of advocacy actions, the participants should focus their action on local level, and make explicit reference to suggested policy actions. This conclusion is coming from the realisation that in our movement, we would more tend to run awareness-raising campaigns, which is not effective when it comes down to policy reform. The second conclusion is that our advocacy actions should always focus on a HR-based approach in Education. There are many different sectors which impact youth policy, but our core business is Education. The last two conclusions are safeguards for the ethical standards of successful youth advocacy: assure the target group is involved in the advocacy actions and assure the trust mandate. These insights will form the basis of our future advocacy work.

We identified from the participants nine possible young persons to join our pool of youth representatives. This pool of youth representatives' carries is responsible for representation work towards European institutions and the development of advocacy actions in our network. It will be our Administrative Body in June deciding which participants will be admitted in this pool.

We have developed 4 local campaigns and established 1 new "No hate speech"-group, which we hope will commit after the study session of implementing their ideas.

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

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

- Booklet on guidelines on making campaign (<https://www.dbynbuildingcitizens.net/tools>)
- Booklet with visual outcomes training course (<https://www.dbynbuildingcitizens.net/outcomes>)
- Campaign plans developed by the participants (<https://www.dbynbuildingcitizens.net/outcomes>)
- Final evaluation (<https://www.dbynbuildingcitizens.net/outcomes>)
- Summary evaluation participants (<https://www.dbynbuildingcitizens.net/outcomes>)
- Video report (<https://www.youtube.com/user/DBYNtv>)

## Main learning points for participants

The main learning point for the participants was developing their personal competences in designing and implementing HR-Based advocacy campaigns on a local level, integrating the Salesian approach. It includes a fundamental knowledge framework, the ability to apply the advocacy cycle for addressing youth policy issues and having concrete skills to set-up a basic youth advocacy action. The following table gives an overview of all basic competences for advocacy which were trained through the programme:

<b>Accountability</b>	Being accountable and passing on accountability for one's own actions and those of colleagues and the organization.
<b>Adaptability</b>	The ability to remain fully functional by adapting to changing circumstances (environment, procedures, people)
<b>Attention To Detail</b>	The ability to process detailed information effectively and consistently
<b>Cooperation</b>	The ability to work effectively with others in order to achieve a shared goal - even when the object at stake is of no direct personal interest.
<b>Creativity</b>	The ability to come up with original and innovative ideas and solutions, to adopt points of view outside the usual parameters.
<b>Discipline</b>	The ability to adjust to existing rules, procedures and policy. Finding reinforcement from the right authority when in doubt.
<b>Energy</b>	The ability to be active for a long period of time when required; having stamina.
<b>Focus on Quality</b>	Setting high quality standards and striving for continuous improvement and quality assurance.
<b>Forming Judgment</b>	The ability to balance facts and potential approaches taking the appropriate criteria into account.
<b>Initiative</b>	The ability to recognize and create opportunities and to act accordingly. Rather starting something than waiting passively for it to happen.
<b>Insight</b>	Having and gaining insight into situations, problems and processes. Deconstructing problems and systematically investigating the various components. Having a complete picture of the context and overview of the whole problem.
<b>Integrity</b>	Adherence to the standards, values and rules of conduct associated with one's position and the culture in which one operates. Being incorruptible.
<b>Knowledge base</b>	Having and gaining knowledge about situations, problems and processes related to advocacy, human rights, Salesian approach, as well as specific language and jargon related to those concepts.
<b>Learning Ability</b>	The ability to absorb new information readily and to put it into practice effectively.



<b>Listening</b>	The ability to show one absorbs and understands important (non-) verbal information and to ask further questions when necessary.
<b>Networking</b>	The ability to develop and maintain relations, alliances and coalitions within and outside the organization and to use them in order to obtain information, support and cooperation.
<b>Perseverance</b>	The ability to hold on to views and plans of action despite adversity.
<b>Planning and Organizing</b>	The ability to determine goals and priorities and to assess the actions, time and resources needed to achieve those goals.
<b>Political Sensitivity</b>	The ability to put oneself in a politician's shoes, to distinguish the complexity of interests in politics, and to assess the feasibility of political proposals.
<b>Presenting</b>	The ability to present ideas and plans clearly, using available resources.
<b>Problem Analysis</b>	The ability to detect problems, to recognize important information, and link various data; to trace potential causes and look for relevant details.
<b>Result-Orientedness</b>	The ability to take direct action in order to attain or exceed objectives, towards developed policy options.
<b>Self-Development</b>	The ability to gain insight in one's identity, values, strengths and weaknesses, interests and ambitions and to take action in order to enhance one's competencies where and when possible.
<b>Sociability</b>	The ability to be comfortable in people's company, to meet people easily, to mingle freely.
<b>Social Awareness</b>	Being aware of relevant social, political and professional trends and developments and using this information for the organization's benefit.

Apart from the specific competences the participants got inspiration for further learning and development of advocacy skills. Finally, they got inspiration for their future engagement on European and international level as youth representatives for DBYN, advocating for the rights of the children and youth DBYN member organisations are catering for.

**Possible suggestions or recommendations for the Council of Europe (including for the work of the Youth Department)**

DBYN strongly appreciated the effort made by the European Youth Centre Budapest to provide us Room E as silent reflection room. This has been a question on our previous two study session in Strasbourg, where this wasn't possible. Having this room available at EYCB provided us with the necessary space for our spiritual moments. We would propose the EYCB to provide this opportunity for other groups as well. Each airport or hospital has such a room, we think having this in offer as the European Youth Centre adds to the quality of the centre as well as the openness towards different religions and interreligious dialogue in the centre.

## **Follow-up to the study session**

### **Follow-up process**

We aim to reinforce DBYN's Pool of Youth Representatives, with possibly 9 new youth representatives. We will repeat this training programme as entry-level advocacy training. We will develop these training courses within our network, as a specific offer within in full training strategy. We will also work together with other INGYOs, which have similar training needs. We also aim to develop an intermediary level training course, which continues where this training programme stopped. This follow-up will be focussing strongly on how to develop policy recommendations and how to target them successfully at specific policy. The outcomes of the study session will also be developed into hands-on tools that can be used to multiply the learning process. Finally, we will redesign DBYN's policy on its representation and advocacy work.

### **Follow-up by participants**

The participants are the main protagonists and multipliers of the outcomes. With their new competences they will play an active role in starting-up or strengthening the advocacy work of their sending organisations. The participants have made the foundations of the publications we are currently developing as an outcome at the study session. It is now the international secretariat, which will further develop these outcomes into publications. One of the participants is carrying out an internship on communication in DBYN's secretariat until the start of June. In the coming months it will be her responsibility of developing these outcomes. For this she will work closely together with the other participants. Once finished, the participants will be stepping into the dissemination process as well. Apart from this some of the participants will also join DBYN's Pool of youth representatives, where they will carry out advocacy actions and get further training in advocacy.

### **Follow-up within the Don Bosco Movement**

In our current master plan 2018-2020 we include indicated that DBYN sees both education and advocacy as essential tools for young people to reach youth autonomy and their full integration in society. One of the actions we aim to take is to renew our educational strategy to a structure where we train 4 types of young active citizens: the educator, the social entrepreneur, the Salesian chaplain and the youth advocate. For each type we foresee 3 levels of trainer: entry, intermediary and advanced. This study session enabled us to design the entry-level training for youth advocates, but at the same time gave us clear insights how to develop the intermediary and advanced level as well. It also contributed to our current advocacy work, as our pool of youth representatives will be increased with new member, enabling us to participate in more representation assignments and initiate more advocacy actions.

### **Follow-up activities**

The 4 campaigns developed by the participants might be further Campaigns might be further developed into pilot projects for the European Youth Foundation. DBYN would like to develop the intermediary level training course on youth advocacy, or a full training cycle from entry level to advanced, through the European Youth Centres or European Youth Foundation, following up our long-term cooperation with the Council of Europe's youth sector.



## Final conclusions and recommendations

The aim of 'Advocates for Education' was to further the work of DBYN volunteers in the area of representation, through building capacity for Human Rights Advocacy. This final evaluation illustrates that we have achieved that aim fully.

We have explored the HR advocacy potential in the local communities of the participants. The participants are capable of identifying issues at local level, and develop an advocacy campaign to address these issues with local policy makers. The participants will be actively multiplying their personal learning process in their home organisations, and have created a guidebook on youth advocacy in support for this. They also bring home concrete advocacy campaigns they can set-up in their local communities. The impact survey illustrates that all participants feel they have developed their advocacy competences and are ready to engage in youth advocacy themselves. 9 participants have indicated they want to join DBYN's Pool of youth representatives. This will boost the capacity of our network to engage more into the field of European youth advocacy.

As a network, DBYN has developed a deeper understanding on how to develop a Human Rights-based approach in youth advocacy. We have developed a training manual for an entry-level training course on youth advocacy. We aim to repeat this training course in coming years, and develop an intermediary level training course as follow-up for it. The intermediary training course would go deeper into the development of policy statement and policy recommendations. We also see an advanced level training programme, which should strongly emphasize on the leadership competences of youth advocates. The advocacy cycle, which was at the heart of this study session, would remain the core focus. In the intermediary and advanced training course we aim to go deeper into specific competences related to the different phases of the advocacy cycle. We see the Council of Europe's youth department as our preferred institutional partner for supporting this process.

This final report illustrates the strong impact a study session can have on the strategic development of an INGYO. We are convinced that the outcomes of 'Advocates for Education' can support other INGYOs as well. We are also convinced that other study session could bring in good insights in our network as well. At the moment the European Youth Centre only collects and shares the final reports of study sessions. The format of these final reports is good to develop an insight in the concept and process of such a study session. However, the concrete resources, publications and tools developed as outcomes could be even more inspiring. Therefore, we recommend to develop an NGO-materials section next to the final reports, where we can have a central place to consult the outcomes published from the study sessions.

## Appendices

### Project website

DBYN developed a dedicated webpages for the project on its' [www.dbynbuildingcitizens.net](http://www.dbynbuildingcitizens.net) website:

<https://www.dbynbuildingcitizens.net/advocates-for-education.html>

We used it for the preparation process, but we are also using it as main channel of dissemination. The dedicated pages contain the general information on the project. Next we used the website to publish resources and tools used and/or produced for the study session, on the resource blog. Finally, all outcomes have been uploaded on the site as well. This includes the press release, pictures of the study session, the recommendations and a video report.

### Training manual

The evaluated trainers manual, which include all session outlines of this training course, is available for download on [www.dbynbuildingcitizens.net](http://www.dbynbuildingcitizens.net):

<https://www.dbynbuildingcitizens.net/tools/advocates-for-education-training-manual>

## List of participants

First name	Family name	Sending organisation	Country	Role
Anna	Dodar	"Don Bosco - Ukraine"	Ukraine	Participant
Anna	Hamberger	Don Bosco Volunteers	Germany	Participant
Anna	Paul	Don Bosco Volunteers	Germany	Participant
Auberie	Samson	Mouvement Salésien des Jeunes France et Belgique-Sud	France	Participant
Daphne	Kriegstötter	Don Bosco Volunteers	Germany	Participant
Diana	Yeghiazaryan	Federation of Youth Clubs of Armenia	Armenia	Participant
Eva	Švecová	Domka	Slovakia	Participant
Gabriele	Giovagnoli	TGS - Turismo Giovanile e Sociale	Italy	Participant
Giulia	Simoni	VIDES Volontariato Internazionale	Italy	Participant
Hanane	El Hajouli	Jeugdendienst Don Bosco vzw	Belgium	Participant
Hanna	Veres	Don Bosco Odessa	Ukraine	Participant
Harutyun	Tsatriyan	Federation of Youth Clubs of Armenia	Armenia	Participant
Jasmien	Beckers	Jeugdendienst Don Bosco	Belgium	Participant
Joanna	Piwko	Salezjańskie Centrum Wychowania i Duszpasterstwa Młodzieży	Poland	Participant
Johanna	May	Salesianer Don Boscós Austria	Austria	Participant
Karine	Karapetyan	Don Bosco Odessa	Hungary	Participant
Lisa Teresa	Gut	Aktionszentrum Benediktbeuern	Germany	Participant
Mariangela	Caputo	Federazione scs-cnós (salesiani per il sociale)	Italy	Participant
Martina	Scotto di Carlo	Istituto Minichini Don Bosco Napoli	Italy	Participant
Paulina	Koroš	Don Bosko Centar Podgorica	Montenegro	Participant
Sára	Konrád	Don Bosco Szalézi Társasága	Hungary	Participant
Sarah	Beeftink	Don Bosco Youth Net Netherlands	The Netherlands	Participant
Sien	Geuens	Don Bosco Youth-Net	Belgium	Participant
Stephen	Bugeja	SPYS	Malta	Participant
Taras	Dovba	Don Bosco Ukraine	Ukraine	Participant

## Team members

Elzbieta	Jakubek-Grootjans	Don Bosco Youth-Net	Belgium	Trainer
Stefano	Di Maria	Don Bosco Youth-Net	Italy	Trainer
Niklas	Gregull	Don Bosco Youth-Net	Germany	Trainer
Rein	Meus	Don Bosco Youth-Net	Belgium	Course Director
Andriy	Donets	Trainers Pool of the Council of Europe	Ukraine	Educational advisor

## Programme

The following table gives an overview of the final programme of the study session:

Daily time table	Sunday 08/04/2018	Monday 09/04/2018	Tuesday 10/04/2018	Wednesday 11/04/2018	Thursday 12/04/2018	Friday 13/04/2018	Saturday 14/04/2018	Sunday 15/04/2018	
07:00 - 09:00	Breakfast								
09:15 - 09:30	Goodmorning								
09:30 - 11:00	Arrival of participants  Team meeting	Introduction to the programme & process	<u>Frameworks</u> Institutions (CoE, DBYN, local organisations)	<u>Expert session:</u> CoE & local inspiration	<u>Expert session:</u> DBI & Don Bosco movement	Teamwork Develop campaign (cont.)	Holy Mass	Departure of the participants	
11:00 - 11:30		Coffee break							
11:30 - 13:00		Team building/getting to know each other	Cont.	Stakeholder analysis Midterm evaluation	Profile HR advocate	Teamwork Develop campaign (cont.)	Develop 'model for advocacy campaign', 'advocacy campaign' or 'No Hate Speech campaign on local level'	Team evaluation meeting	
13:00 - 14:30		Lunch							
14:30 - 16:30		<u>Frameworks</u> Advocacy & HR	Advocacy: Concepts, models, theories, ...	Free afternoon Budapest by night	Future perspectives pax (opportunities)	Evaluation of pax campaign	Cont.	Departure team	
16:30 - 17:00		Coffee break			Coffee break				
17:00 - 18:30		Value discussion	Pax sharing experiences in advocacy		Teamwork Develop campaign	Rework campaign & assignment Campaign Slam	Evaluation		
18:30 - 19:00		Reflection groups			Reflection groups				
19:00 - 20:30		Dinner			Dinner				
20:30 - 22:00		Welcome & introduction	Games night & decision on food	What is my local context? (define issues)	Film night	Campaign Slam	Party		
22:00 - 22:15	Goodnight								
22:15 - 00:00	Bar								

