

CARE2CARE – OUR VOICE



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Erasmus+
Enriching lives, opening minds.

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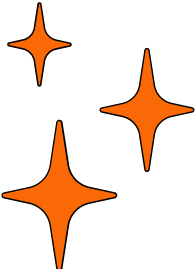


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Hello,



this is Our Voice!

Care2Care - Our Voice is an Erasmus+ international project that aims to promote social inclusion by giving 24 young people in care the opportunity to make their voices heard.

We are working with four organisations from three countries to train participants aged 16-20 to become peer helpers, empowering them to support their younger peers in their local communities. During the project, the international team of young people travelled to Hungary, Romania and Belgium to participate in one-week training sessions.

Once they had finished the international training, each young person got the chance to put what they had learned into practice in their local environment.

Our aim is to increase the self-esteem and confidence of the young people involved, and to foster a sense of belonging and participation in the wider community.

The patron of the programme is Dr. Dénes Kemény, the founder of the Parents' House Public Benefit Foundation.



Dr. Dénes Kemény served as the trainer and president of the three-time Olympic gold medalist Hungarian Men's Water Polo Team for 15 years and also as the president of the Hungarian Water Polo Federation until 2018.

This booklet has the details about the project, the structure of our training and an insight into the local activities carried out by young people. We have also put together the tools, methods and techniques we used during the international training weeks and local activities.





The Care2Care – Our Voice project is implemented by two organisations in Hungary, one in Belgium and one in Romania.

PROJECT COORDINATOR:

Parents' House Public Benefit Foundation (Hungary)

The Parents' House is a complex family support programme, a social enterprise, which was launched in 2007 by Judit Regős, a social policy expert and family counsellor.

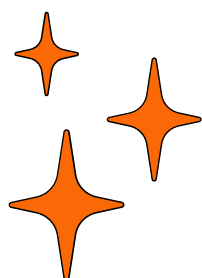


The programme responds to the societal need to protect the well-being of children at all ages and to be sensitive to the wider family, social and community environment. The programme is now operated as a civil franchise with the objective of supporting the process of family formation and social integration for families from different social backgrounds.

The parenting support methodology was awarded Best Practice by the European Union's Eurofound Foundation in 2012 and was included in the World Bank's Good Practice in 2014.

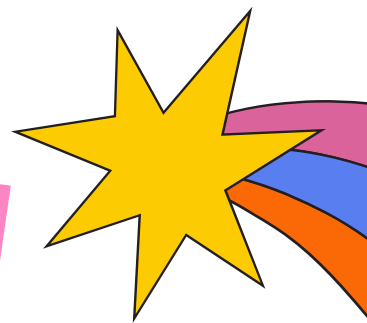
In 2018, the World Bank recommended the establishment of a partnership with the Government of Ghana to adapt the programme. This was followed by a similar partnership with the Government of Morocco in 2019.

In 2015, Dr. Dénes Kemény established the Parents' House Foundation with the intention of further representing the principles and goals of the Parents' House programme in an organisational form. The Foundation offers assistance to children in state care and disadvantaged families. The Foundation provides effective support to children, young people and families in difficult circumstances through the delivery of specialised skills development, sports, arts and community events, which facilitate their integration into the social fabric of families from more affluent backgrounds. The programme thus encourages volunteering, promotes social awareness and is effective in reducing prejudice.



Who are

we?



PROJECT PARTNERS:

Asociatia Pro Agriensis (Romania)

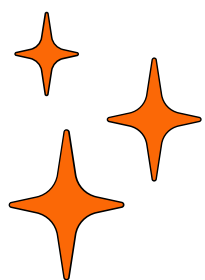
Asociatia Pro Agriensis is a Romanian-based community organisation. Our objective is to advance the cultural and spiritual growth of rural communities and reinforce local communities.



We facilitate cultural events such as folk dance festivals, traditional celebrations and local gatherings, which contribute to the preservation of traditions and identity. Furthermore, we place great emphasis on education and knowledge building, offering a range of educational programmes and training courses for local communities.

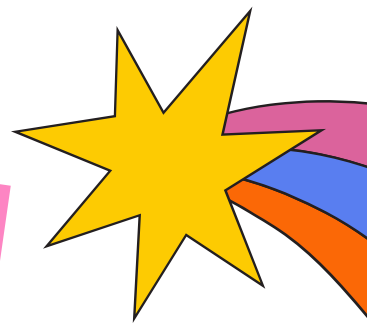
Promoting community cohesion and solidarity is a priority for us. We facilitate a number of charitable programmes and initiatives to support those with fewer opportunities, and collaborate with other local and international organisations to achieve common goals.

Our association is dedicated to fostering community collaboration and the advancement of culture. We are committed to the well-being and future prospects of young people in children's homes, and are dedicated to helping them overcome challenges and reach their full potential. It is crucial for us to ensure their voices are heard, not only because they are growing up in disadvantaged circumstances, but also because many of them are struggling to learn the majority language of their nation.



Who are

we?



PROJECT PARTNERS:

De Stuyverij (Belgium)

"Stuyverij vzw is a public 'laboratory' that has developed the Stuyfplek method based on its own experiments, findings and experiences."



From authentic curiosity to passionate entrepreneurship

De Stuyverij is a network of local sites: special places in villages and towns. These places are there for you to develop yourself, lead or participate in Stuyf sessions (small social experiments), have a coffee, meet other people, have a meal and even stay overnight.

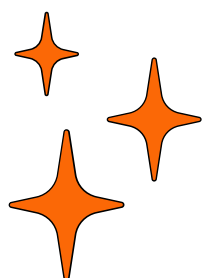
Our doors are open to everyone – single people, parents, children, grandparents, entrepreneurs, artists and wayfinders.

A 'Stuyverij' is a great place to meet new people and ideas, and bring a fresh perspective to your current environment or circle of acquaintances. You can connect, learn and exchange experiences with others in complete safety and friendship if you want to.

From solo to a network

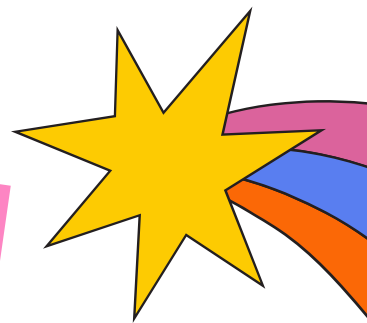
When you join a Stuyverij, you also get to connect with a whole network of people. A network of people with knowledge, experience, ideas and additional networks. People who want to help each other and make the world a better place. People who are keen to create new opportunities. This is what makes our environment such an inspiring and extremely fascinating biotope.

"This is how our basic concept has evolved: to offer citizens - literally and figuratively - a space where they can invent and develop solutions to their personal and societal challenges. This leads to a bottom-up, individual and collective innovation. This is the essence of De Stuyverij" - Eefje Cottenier, Founder



Who are

we?



PROJECT PARTNERS:

Kommunió Foundation (Hungary)

The Kommunió Foundation's primary objective is to provide support for scientific, research and educational activities in the field of public administration.



To achieve the aforementioned objectives, the Foundation engages in the following activities:

- Research and analysis
- Production of professional materials
- Production of a scientific journal
- Training for the public sector
- Organising conferences
- Tendering advice
- Promotion of the professional development of young researchers
- Fundraising
- Supporting researchers with grants

To achieve its objectives, the Foundation works in collaboration with social organisations with similar objectives, central government and local authorities.

The Kommunió Foundation operates the Parents' House Family Centre and Day Care Centre in Győr. It also oversees a local 'Support Circle' in Győr, which facilitates collaboration between volunteer families and market actors interested in supporting child protection and family support institutions. The Support Circle is linked to the 'Do Good Things!' Programme of the Parents' House, which assists children and young people in care and families in challenging circumstances, primarily through experiential activities and fundraising initiatives.



The Erasmus+ Programme offers opportunities for partnerships in the youth field, allowing participating organisations to gain experience in international cooperation, enhance their capacity and learn and develop innovative methods. (For further details on this type of application, [please click here.](#))

We seized this opportunity when we started the design and implementation of the 21-month Care2Care project.

Our objective was to develop a solution that would enable young people with fewer opportunities to participate in the Erasmus+ programme and to facilitate the use of the skills they have acquired in their local communities.

The project works with young people in care: people who have grown up in foster care or children's homes and who will soon be starting their independent adult lives. Our objective was to provide this target group with an experience that would have a transformative impact on their lives, enabling them to flourish in the long term.

Our experience has shown that, although there are many exceptional opportunities available through Erasmus+, some young people are unable to take advantage of them due to a lack of information, support or skills.

It is often the case that those young people who would otherwise find it very difficult to gain international experience and develop their skills, and whose lives could be greatly impacted by these programmes, are missing out on these opportunities.



OUR VOICE

In the context of our partnership, our objective was to develop a training programme that:

- responds sensitively to the challenges and life situations of young people growing up in care
- builds strongly on the potential of informal learning
- opens up the world to young people
- provides a supportive, accepting, international community for young people
- provides knowledge that can be used in real life
- supports the development of young people's self-esteem and confidence
- fosters a sense of belonging and
- highlights the benefits of language learning

We conducted a three-week training course for young people. The objective of the training was to enhance the skills of the participants individually and collectively, equipping them with the knowledge and confidence to facilitate programmes for their younger peers as peer facilitators by the end of the three-week programme.



As individuals, we set the goal for young people to find their own voice and the causes and goals they can stand up for. This process has helped them to become more self-aware, to build a positive self-image and to develop their own way of expressing themselves.

In groups, we focused on developing skills in cooperation, communication, conflict management and emotion regulation. We wanted to show young people that they have talents and potential that they may not have thought of themselves.

THE PROJECT HAS GIVEN US THE OPPORTUNITY TO:

- directly involve and support young people
- develop and test an innovative and exciting training method
- gain experience in international cooperation at the organisational level
- inspire organisations and institutions working in the field
- develop new skills and knowledge at the organisational level
- promote the interests of young people with fewer opportunities within the Erasmus+ programme



Our Voice

training

To prepare for the international training weeks, we set up a working group of 2-2 people from each organisation.

DURING OUR WORK TOGETHER...

...we got to know the child protection systems in the 3 participating countries

...we learned about local needs, requirements, challenges and good practices

... we saw the common characteristics (challenges, needs, strengths) of our target group across borders

...we established our common professional principles of approach

... we defined criteria for the selection of participants

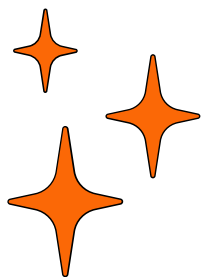
...we prepared the training materials

...we agreed on the form of feedback, the evaluation tools

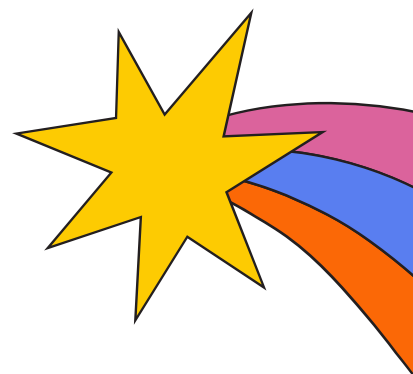
AND ON THIS BASIS:

WE PREPARED THE DESIGN OF THE THREE-WEEK TRAINING.

The working group held weekly online meetings to develop the training. A number of resources, tools and ideas were explored.



The approach



THE TRAUMA-INFORMED APPROACH WAS THE MAIN BASIS OF THE TRAINING.

The definition of a trauma-informed approach and support is based on the definition developed by the Substance Abuse and Mental Health Services Administration (SAMHSA) in the United States, which was officially recommended by the United Kingdom.



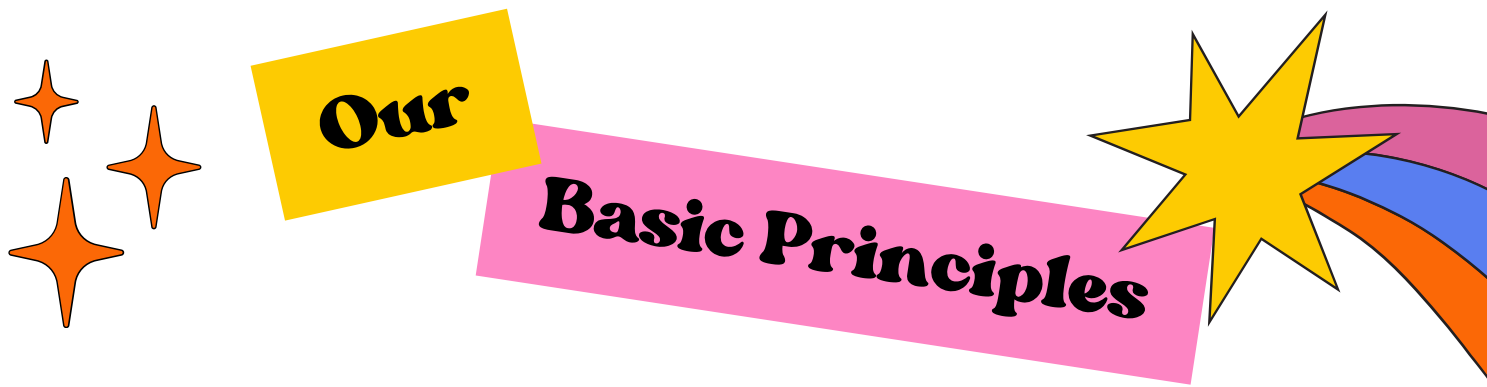
Based on this, 'trauma is defined as 'results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being'.

Trauma-informed practice is an approach used in the health and helping professions that is 'grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development'.

The six principles of trauma-informed practice:

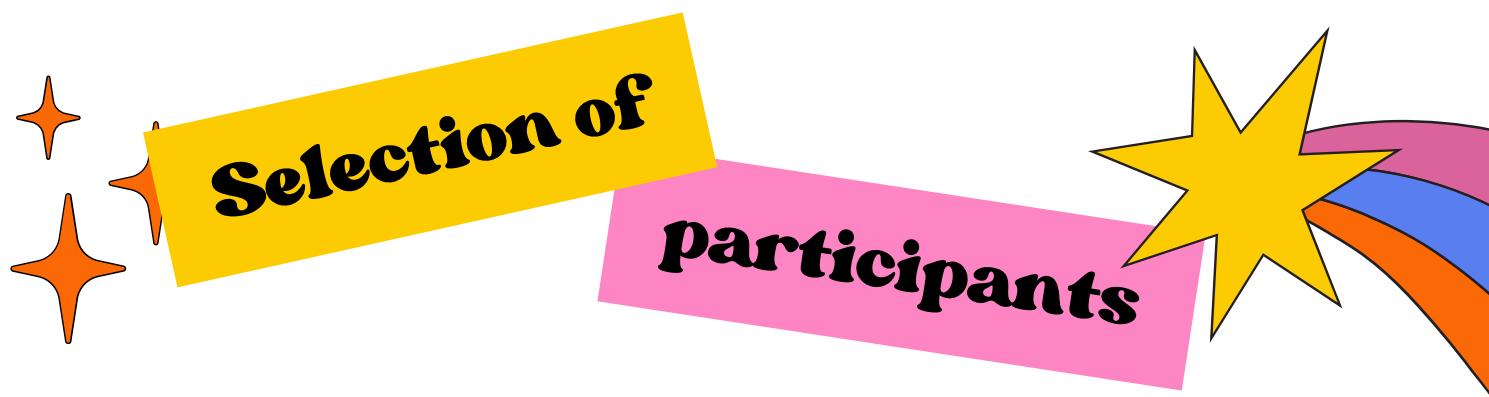
1. **safety**
2. **trust**
3. **choice**
4. **collaboration**
5. **empowerment**
6. **cultural consideration**

WE HAVE TAILORED THESE PRINCIPLES TO ALIGN WITH OUR OWN OPERATIONAL FRAMEWORK AND PROGRAMME.



**THE TRAINING COURSES HAVE BEEN DEVELOPED WITH THE
FOLLOWING PRINCIPLES IN MIND:**

- Create a welcoming environment where all participants feel at ease.
- Organise activities that foster independence in the world (developing basic life skills).
- Provide opportunities and space for retreat, choice, and the possibility to say no (e.g. create a relaxation zone with books, comics, and colouring pages).
- Have a rhythm to the programmes: 'silence followed by noise, stillness followed by movement'.
- Use engaging, straightforward exercises that teach, among other things, punctuality, teamwork, compromise, asking for help, and so on.
- Show results: One of the main objectives of the various games and exercises is to demonstrate that young people can achieve results. There is a visible result that is a result of the work they have done. It is crucial that they experience the sense of accomplishment that comes with achieving this goal.
- Young people are consistently encouraged to provide feedback.
- Provide young people with the tools to listen to each other throughout the programmes and take turns to share their views.
- Offer young people the chance to gain experience in a variety of roles and assist them in identifying their strengths and areas of interest.



HUNGARY

The Hungarian organisations have a long history of direct contact with the target group of the project. The Parents' House Public Benefit Foundation works with 20 children's homes across the country. The Kommunió Foundation maintains contact with the homes in the Győr region of the country through the 'Support Circle', which brings together the programmes in the region.

Consequently, the selection was made from a specific beneficiary group on the Hungarian side, and the process was able to build on previous programmes and experience.

In summer 2023, we were pleased to be able to organise a preparatory camp for young people from Hungary in Balatonberény. The objective of the camp was to allow those young people who were interested to gain an understanding of the programme, decide whether they were interested in the opportunity and assess whether they could participate in the project in the long term.

During the camp, we introduced them to the Erasmus+ programme and, through playful exercises and discussions, gave them an insight into what they could expect in the project if they decided to participate. In the camp, the experts from the organisations assessed who would be most likely to feel comfortable with the programme in the long term, based on the criteria for participation that had been developed by the working group beforehand. On the basis of these criteria, the 12 participants from Hungary were finally selected.

BELGIUM:

The Belgian organisation employed its innovative and inclusive methodology with a range of target groups. However, as in Romania, they did not collaborate specifically with the project target group on a daily basis. De Stuyverij also engaged with local child protection organisations (Xplo – Wervik & Kortrijk, Minor-Ndako) to connect with young people and facilitate information programmes. Participants were selected in accordance with pre-established criteria, taking into account the individual circumstances of the young people and in consultation with their educators.

ROMANIA:

The direct target group of the organisation in Romania includes children and young people with fewer opportunities, but not exclusively and specifically young people in state care. The selection process in Romania was therefore preceded by contact with the local Directorate General for Child Protection, through whom the organisation visited several sites to contact interested young people. The Romanian organisation is based in Satu Mare, an area with a high Hungarian minority population, so the young people also speak Hungarian, which made it easier to deal with the issue of multilingualism in the project. The final participants were selected by Asociatia Pro Agriensis on the basis of the meetings, in consultation with the homes and the young people's educators and counsellors.





In addition to the young people, it is important to mention the staff from the organisations present at the training.

Each organisation provided two chaperones for the six young people. The chaperones not only accompanied the young people to the training, but also acted as support persons throughout the programme.

The tasks of the supporters were as follows:

- ensuring the safe travel of participants (e.g. making sure they had the necessary documents and equipment);
- supervise the participants on site;
- ensure the well-being of the participants;
- primary management of participants' acute problems;
- dealing with unexpected situations involving participants (e.g. illness, accident, anger, emotional outbursts, aggression, breach of house rules);
- provide individual emotional support to participants as needed.

It was of the utmost importance to the target group that the adults present were reliable and secure points of contact, able to be relied upon for more than just logistical matters.

In addition to the support, trainers from the host country delivered the training sessions in each country, while local staff assisted with the running of the weeks.

Due to the language barrier (as many of the participants did not speak English), we required staff to assist with translation.

In Romania, we engaged the services of young volunteers who facilitated communication between Hungarian and Dutch speakers by using English as an intermediary language.

In Belgium, given the complexity of the programme, we engaged the services of a Dutch-Hungarian interpreter to provide support, while our own staff undertook the ongoing Dutch-English and Hungarian-English translation.

As the group included a hearing-impaired participant, a sign language interpreter was also provided to assist us.



Structure of the

training weeks

WEEK 1

Location: Hungary, Balatonfenyves

Date: 24.09.2023.-30.09.2023.

Main focus, objectives:

- building trust and creating a safe space for all
- building community
- laying the foundations for communication
- develop teamwork
- gain intercultural experience
- learning about each other's countries and cultures
- develop self-awareness

Result: Vision Board

The first week was dedicated to getting to know each other, adapting to the new experience and becoming a group.

The preparatory work of the working group highlighted the need to allow time for these processes, as building trust, getting to know each other and establishing the rules are all essential parts of the programme. Without which, we cannot carry out the other planned activities.

The week was filled with a variety of excursions, activities, and games of discovery. The intercultural evening was a great success, with the young people interacting with each other with ease.

As a result of the week, each young person created their own vision board.



WEEK 2

Location: Romania, Livada

Date: 29.10.2023.-04.11.2023.

Main focus, objectives:

- finding personal voices
- empowerment
- building confidence and enabling young people to express themselves
- highlighting young people's strengths
- improve young people's self-image
- encourage self-expression
- increase self-awareness

Result: Each participant creates a sentence in which they identify the cause or area they wish to represent in the world.

The second week's programme included further training elements following the establishment of common ground. The objective of the week was to assist young people in identifying and acknowledging their personal values and strengths.

In line with the training programme, we aimed to have young people identify a cause they felt passionate about by the end of the second week, together with a deepening of self-awareness and an increase in self-confidence. They were assisted in identifying a cause that they could represent to their younger peers in local activities. By the end of the week, participants were asked to provide a brief summary of their chosen cause in one or two sentences. This information was then used to create a personal portrait for them.

In addition to the training days scheduled during the week, we also organised excursions, physical and fun activities.



Structure of the

training weeks

WEEK 3

Location: Belgium, Kortrijk

Date: 26.11.2023.-02.12.2023.

Main focus, objectives:

- providing young people with concrete tools to carry out local sessions
- introducing the coaching and mentoring approach
- strengthening autonomy
- participants learn how to ask precise questions
- participants learn the importance of giving and receiving feedback
- participants become more confident communicators
- preparing participants to run their own local activities
- adapting DeStuyverij's own entrepreneurship methodology to the project's objectives (business simulation)

Result: Young people will raise the money needed to go on a trip to the Efteling theme park in the Netherlands as a result of the business simulation game.

The third week was the week with the most complex programme.

It was time for young people to get their hands on some practical tools that will help them in their local activities.

On the first day of training, participants learned about the differences between mentoring and coaching techniques, learned about different types of questions and took part in a variety of communication exercises.

The rest of the week was based on an adaptation of DeStuyverij's own methodology. The young people took part in a simulation game in which they ran a company together.

The company was made up of different departments, so the young people worked together in different small groups, taking into account the interests of the whole 'company'. The financial department of the company consisted of employees of De Stuyverij.

THE COMPANY WAS MADE UP OF THE FOLLOWING SMALL GROUPS:

- **Catering:** the team was responsible for organising the meals, including writing the shopping list, purchasing, cooking, and financial planning and coordination of meals on site.
- **Tourism and leisure:** the group was responsible for organising the excursions, including planning the travel to the site, checking the financial aspect, and monitoring the tickets.
- **Entertainment:** the group was responsible for organising evening activities, including assessing needs, purchasing equipment, and running the programme.
- **Communications and media:** The team was responsible for documenting the days' events and communicating the company's work and programmes in a variety of ways.

The objective of the simulation game was to equip young people with the skills to make independent decisions, to foster their ability to work in collaboration, to enhance their communication and conflict management abilities, and to encourage them to assume responsibility.

The tasks were facilitated through the use of various coaching tools. Each small group was assigned a facilitator who supported the young people in the implementation of the tasks prepared by DeStuyverij. In line with the coaching approach, the facilitators did not provide instructions but instead asked questions to guide the groups.

The idea was that the departments of the company would collaborate to organise a full day of the adventure week and certain elements of the programme.

The second day of the week was dedicated to organisational tasks. Departments worked individually, in small groups and together to plan the Wednesday activities. On Wednesday, the team put their plan into action and spent the day with activities from morning until late evening.

On Thursday, each department was tasked with presenting its work. The objective was to present these presentations to investors (DeStuyverij employees) in order to promote the company's activities. The intention was to use the presentations to persuade the investors to provide sufficient funding to enable a trip to the Efteling theme park in the Netherlands on Friday.

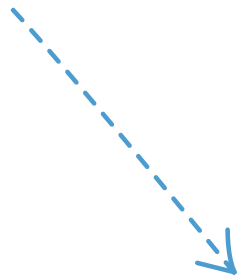
It was a valuable experience to observe the young people working diligently on their tasks.

On Wednesday, they organised a trip to the sea and managed to fit an ice skating session into the day. In addition to photographic and video documentation, the communications team created their own social media pages, which they continue to manage to this day. Furthermore, they initiated a blog about the week and created their own newspaper, Hot News, which was printed and distributed to all participants.

On Thursday, all departments produced impressive presentations, which undoubtedly achieved the goal of an unforgettable day at the theme park on Friday.

The game provided an insight into the processes involved in organising a programme, from planning to implementation. The game offered participants the opportunity to gain experience in planning and practising responsible decision-making and ownership.

The theoretical basis, activity elements and detailed description of the game will be made available on the project website.





Local

activities

FOLLOWING THE THREE-WEEK INTERNATIONAL TRAINING PROGRAMME, THE YOUNG PEOPLE WERE FULLY PREPARED TO IMPLEMENT THEIR OWN PROGRAMMES.

These activities were preceded by joint planning and group meetings. During the planning process, the young people were accompanied by youth workers (who supported them during the training weeks) and staff from the organisations. These meetings were partly face-to-face and partly online.

Due to the different regulations of the child protection institutions, in Hungary and Belgium the sessions were mostly held outside the homes, while in Romania the young people were able to hold their programmes in the homes.

The original plan was to hold local activities every week with the participation of all six young people from each country (e.g. the first week of the month in Belgium, the second week in Romania and the third week in Hungary). However, this timing was not feasible due to the specificities of the target group and the area. As the young people came to the project from different places and cities, it was not feasible for the groups to hold sessions together in all cases. Nevertheless, the young people, especially in Romania and Hungary, were keen to have as many people as possible present at one of these sessions. We therefore devised different solutions for each country.

The objective of the local activities was to provide all young people with the opportunity to participate in individual activities. In several locations, the local activities were so successful that young people are currently organising and/or planning new activities for the summer.



HUNGARY



The Hungarian young people were divided into two groups according to their place of residence in order to facilitate the organisation of local activities. The young people from Budapest collaborated with the staff of the Parents' House Public Benefit Foundation, while the young people from the countryside worked with the staff of the Kommunió Foundation to prepare their own activities.

Upon returning from Belgium, the Hungarian team of 12 met again at the two-day Christmas event of the Parents' House. This was the first face-to-face meeting, followed by a preliminary small group discussion with the children's homes in January and February. Some meetings were conducted in person, while others were held online.

All events were prepared, planned, implemented and evaluated with the active participation of young people. The events were held at the Family Centre of the Parents' House in Budapest and at the Family Centre of the Kommunió Foundation in Győr.

The first local sessions were held in February. We organised a full-day carnival event in Győr and Budapest, where young people rotated through a series of activities for children:

- carnival games,
- carnival quiz,
- dance session,
- board game,
- making glitter tattoos,
- creating carnival masks

The second full-day programme was held in Budapest on the occasion of International Women's Day, where the beneficiaries of the Kommunió Foundation were also present. The young people were engaged in the organisation and implementation of the background tasks. Some of them participated in the photography of the event with the children, while others assisted in the creation of decorations for the programme. Additionally, some of them attempted to assume the role of presenters for the event. The direct activities for children were primarily oriented towards girls. These included nail painting, hairstyling, stylist advice and a joint clothes selection in a pop-up boutique. Additionally, the young people organised a quiz, a self-defence demonstration for girls, face painting and a chess session.

The third event was held on Easter to coincide with the children's school holidays. The young people organised a series of activities for the children, including egg hunts, quizzes, dance activities, face painting, egg painting, photography and a foosball tournament.

In April, we organised a full-day excursion where young people engaged in informal discussions with the children. At the end of May, the young people participated in the Parents' House Children's Day event, where they led an engaging play activity for the children.

Some of the young people volunteered as mentors at the annual 'Do Good Things!' week-long summer camp of Parents' House. During the camp, the youngsters participated in a variety of activities, including play, sports and discussion sessions. They provided updates on the activities they conducted on their 'Our Voice' Facebook page in Hungary, which they manage.

It is evident that, to varying degrees, young people remain engaged with the programmes, demonstrating enthusiasm and commitment even after the formal closure of local activities. Hungarian organisations continue to provide comprehensive support to ensure the programmes' sustainability.

ROMANIA



In Romania, young people demonstrated a strong sense of affiliation, with a keen interest in organising sessions where they could be present together. Asociația Pro Agriensis, in a similar manner to the Hungarian example, therefore organised longer sessions with young people, with each session lasting several hours.

The sites were visited with the permission of the Directorate General for Child Protection of Satu Mare. Prior to each programme, online meetings were held to prepare the exact plan of the sessions, discuss the necessary equipment and prepare for the local needs with the help of the institution. We ran sessions for young children in three different children's homes.

For the first time we organised an Orthodox Easter programme. The young people held an egg painting workshop for the children. They explained in detail the symbolism of the Easter egg in Romanian culture and introduced them to the different traditional decoration techniques. The whole session was interactive and the young people had a personal conversation with the children. They also organised an "egg rolling contest", a fun Romanian tradition. It consists of rolling hard-boiled, painted eggs together while singing. The Easter programme continued with a meal together and ended with a chocolate egg hunt.

In addition to the joint activities, the young people provided additional activities for the children:

- face painting
- sports activities and lectures on physical and mental health
- board game activity
- interactive presentation on life challenges and personal safety
- motivational talk on overcoming educational disadvantages

The second programme took place at another children's home where one of the young people had previously been fostered. The young people were welcomed by 30 children and had a really meaningful day together. During the programme the young people had the opportunity to try out different roles. They gave presentations, led interactive discussions and this time the focus was on community play experiences.

They taught the younger children games they had tried out during the international training weeks and they enjoyed the playful sessions with dance and movement elements. Throughout the programme they had to use their communication skills and test their conflict management skills as they had to resolve conflicts that arose during the games in the children's group. The young people excelled at all the obstacles and it was a pleasure to see them becoming more courageous and determined by the minute. They said it was a challenge to give a session to so many children, but it was a dream come true to be part of this experience together. The games were followed by open discussions between the participants about the importance of learning, how to overcome individual difficulties and how to ask for help.

The third programme took place in a home where young people of the same age as the organisers live. During the preparation process we felt that this programme would be the most challenging to run as it would require a completely different type of activities, topics and tools. However, to the surprise of the young people and the staff of the organisation, this was the opportunity for them to reach their full potential. They filled the day with fun activities, motivating, honest and empowering conversations and a lot of serious content alongside the fun elements. Sharing personal experiences and facing similar challenges and difficulties together was a great reward for both parties. Listening to their peers' stories and seeing their enthusiasm, the participants also showed a keen interest in the opportunities offered by the Erasmus+ programme.

At the end of the programme, discussions were launched to organise further sessions for the young people in the home during the summer.

BELGIUM



In Belgium, young people were responsible for organising their own activities in accordance with local conditions. The preparatory meetings were facilitated by designated staff of DeStuyverij, and the educators of the participating children's homes and institutions were also involved in the organisation. The preparatory meetings typically took place in January and February, after which the sessions started to take place. The steps in the organisation and implementation of the sessions were as follows:

1. Preparation and brainstorming of the session to be implemented
2. Involving homes and educators in the organisation
3. Direct contact with the groups of children - needs assessment, getting to know each other
4. Finalisation of the theme of the session
5. Choosing the date
6. Preparing for the session (another meeting online or offline)
7. Holding the session
8. Evaluation and feedback

The sessions were implemented at either the DeStuyverij centre in Kortrijk or at the children's homes or the venues of the partner organisations.

The programme included football training sessions, motivational talks, pancake baking, music sessions, cake baking and birthday activities.

A significant achievement for the young people was to run their own sessions and take the initiative to implement their own programmes, which required them to step out of their comfort zone. The organisation of the sessions required significant time and effort, but the results were highly satisfactory.

As DeStuyverij had not previously engaged with the young people involved in the project, it was particularly gratifying to observe the developmental trajectory that we had collectively achieved. The organisation is open to further collaboration with young people, with many expressing interest in the possibility of organising further sessions.

A number of the staff of youth organisations and residents of the homes have also expressed interest in the possible continuation of the project.

Collection of

games, methods and tools

GENERAL TOOLS:

For the international training weeks, we created a reflection diary for the young people, which they were free to use to record their experiences.

The beginnings

My thoughts before the trip:

I listened to this music while preparing for or during the trip:

This is how I felt during the travelling:

I had enough sleep and rest before the trip:

The first things I saw in Hungary:

My roommates for the week:

The beginnings

DAILY RECAP

I had a bad feeling about...

I had a good feeling about...

If I had to describe my day in one word, I would say it was:

This is how I felt at the end of the day:

Monday

This is how I felt when I woke up:

What I would like to experience this week is...

What I'm afraid of this week is...

Monday

What have we done today with the group?

In the morning:

In the afternoon:

That's what I'll remember about this day:

This is how I felt today:

Monday

What do I feel in my body?

any cold?

any tension?

any warm?

any relaxed parts?

...or something else?

We put a lot of emphasis on feedback at all stages of the project. Young people were given regular opportunities to express their views orally and we also asked for a written evaluation at the end of each training week.

OUR VOICE

My thoughts

Evaluation of the 2nd adventure week / Az 2. kalandhét értékelése /
Evaluatie van de tweede avonturenweek

I'm taking this with me: / Ezt viszem magammal erről a hétről: /
Dit neem ik mee:

Questions left unanswered / Ezek a kérdések maradtak bennem: /
Onbeantwoorde vragen:

I had a bad feeling this week about... / Rossz érzéssel töltött el a
héten... / Ik had een slecht gevoel bij ...

I had a good feeling this week about... / Jó érzéssel töltött el a héten... /
Ik had een goed gevoel bij ...

If I had to describe my week in one word, I would say it was: / Ha egy
szóval kellene jellemeznem a hetemet, azt mondanám: / Als ik deze
week in één woord zou moeten beschrijven dan is het:

Overall, how did you feel this week? / Összességében hogy éreztél
magad ezen a héten? / In het algemeen, hoe voelde je je deze week?

Do you want to share anything else? / Van bármi más, amit
megosztanál? / Wil je iets anders delen?

Thank you!

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Erasmus+
Enriching lives, opening minds.

Each week, we initiated the process by establishing and discussing common group rules. We encouraged participants to create rules that they felt were important but that they could also follow. Because the rules were jointly created, it was easier for everyone to accept feedback on rule-breaking.

The participants really liked being able to keep track of the agenda and the activities that lay ahead of them on a clearly visible interface. It is a common experience that seemingly minor details can have a significant impact on trust, predictability and a sense of security.

GAMES AND TOOLS:

MAIN GAMES, TOOLS AND METHODS USED ON THE FIRST WEEK:

GROUP-NET

Aim: Getting to know each other - learning names

How it works: the members of the group are scattered around the room. One person holds a large ball of string and starts throwing it at each other, saying the name of the person they are aiming at before throwing the ball. Keep throwing until everyone has a piece of string in their hand. Then we try to put it down on the ground together and look at the shape the string has made: it has become our group-net.

WHEN WERE YOU BORN?

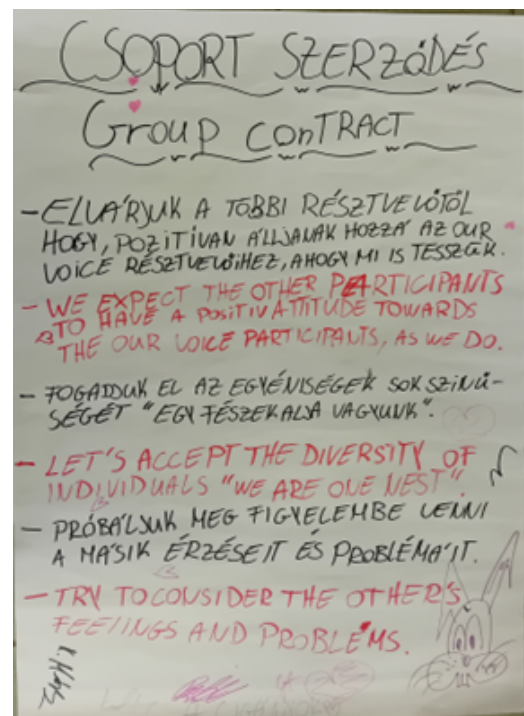
Aim: Getting to know each other, developing non-verbal communication, overcoming language barriers

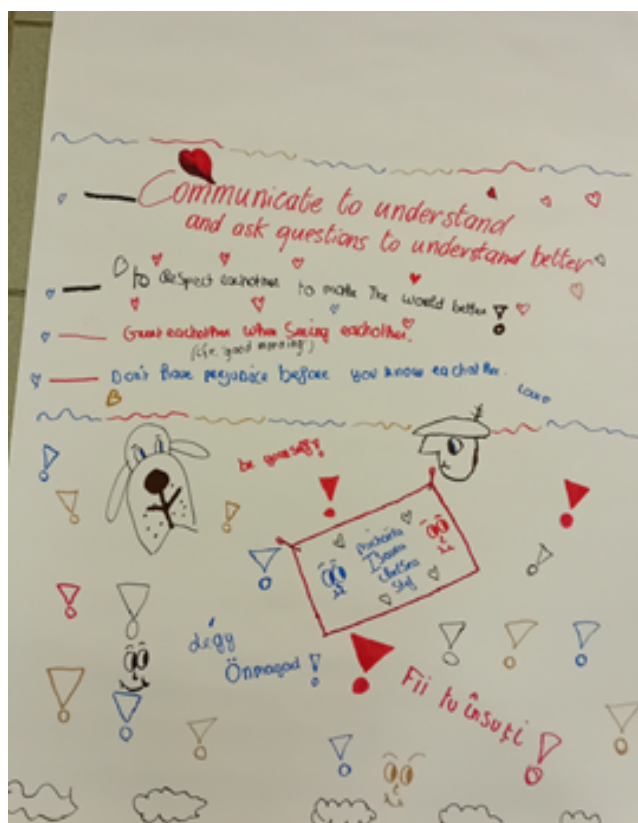
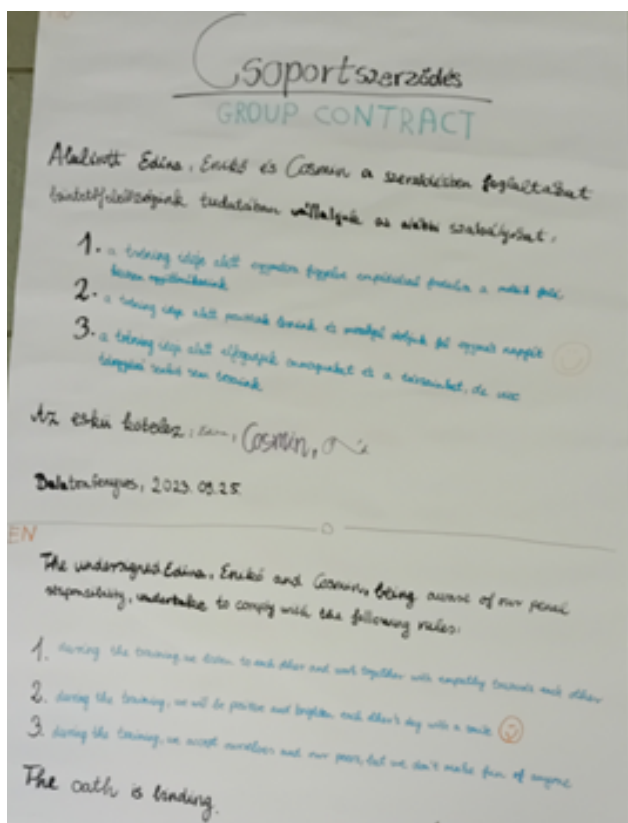
How it works: The aim of the game is to practise non-verbal communication and to get to know each other better, by creating a line of participants in the order of their birthdays, from January to December. They can only communicate non-verbally when they were born and line up behind each other.

TEAM CONTRACT

Aim: community building, patience, strengthening communication

How it works: An important task of the first week of training was to lay down common rules and to get to know each other's ideas about how the community works. In the Team Contract game, the whole group was asked to make suggestions about what they think a good team looks like. The collected characteristics and suggestions were then drafted into a contract by the young people in teams of 3 and presented with the help of a representative.





TEAM FLAG

Aim: community building, enhancing creativity

How it works: With the whole team, we make our own flag on a large textile (e.g. a sheet). Everyone can add their own drawing or symbol to the flag, representing the values that are most important to them.



OUTDOOR EXPERIENTIAL TEAM GAMES:

COMFORT ZONE-LEARNING ZONE-PANIC ZONE:

In the game, we model the psychological background of experiential learning.

1. Using some kind of tool (e.g. rope, buoys), form 3 concentric circles, leaving enough space for the participants to fit in the space between each circle.
2. Each circle is named from smallest to largest:
 - The smallest circle: Panic zone
 - Middle circle: Learning zone
 - The largest circle: Comfort zone
3. As we stand in each circle, we tell the participants what these zones mean.
 - **‘Comfort zone:** situations in which we feel comfortable and at ease, the familiar environment of our daily lives. We call it that because we feel comfortable here. In this zone we can do everything, we know everything, we are confident and routine.
 - **Learning zone:** Situations where there are lots of challenges and new things, but also lots of support. It can be a little uncomfortable, but not so much that you don't feel safe spiritually, physically, mentally or socially. This is where most of our learning about ourselves, others and our interactions with the environment can take place. This zone contains everything we don't yet know, everything we haven't yet really experienced. Something we want to know and therefore want to master. Something for which we need courage and bridging skills, because we don't feel so comfortable and safe here anymore. Cold sweats and a pounding heartbeat are tangible signs of stepping out of our comfort zone.
 - **Panic Zone:** Circumstances or situations that cause stress and anxiety. No learning takes place here. This is where we find everything we fear, dread and cannot overcome. Anything that is 'bigger' by one or more numbers, that we cannot control and therefore the risk and danger becomes too great for us. In this zone we are not able to learn, we are always frustrated.’ (Source: András Horváth: [Alternative experiential education](#))
4. After the explanation, we ask the group questions. For example: How did it feel to apply for this programme? How did it feel to travel to this country? How do they feel at school? How do they feel when they do sports? Stb. For each question, participants can choose which zone they enter.
5. Then we start a conversation about why someone in the comfort zone chose that place and how they feel about it. We repeat this with the learning zone and the panic zone.
6. Finally, we discuss how to recognise when we are in the learning or panic zone and what to do if we find ourselves in the panic zone.

FIND ME!

During the game, participants have to look for each other blindfolded. The twist is that they have to find each other in ascending order of birth dates.

HELLO, IT'S ME!

The aim of the game is to capture the learning of names and promote liberation, encouraging young people to make their voices heard. The game involves a participant standing in the middle of a circle and introducing themselves to everyone in the circle, one at a time. Once they've completed the circle, they are given the opportunity to shout their name out into the world as loudly as they can.

The game can be particularly powerful if young people get into the spirit of it, and as they shout their name they experience their own importance and power to represent themselves in the world.

WIND-DOWN DANCE

Once the structured play is over, it's time for some spontaneous dancing to release the tension. The rule is that there are no rules, just encourage participants to dance to their hearts' content!

INTERCULTURAL EVENING

One of the most popular evening activities is the intercultural evening. Young people are given the opportunity to show whatever is important to them from their own culture, from their own country's traditions. The evening can include baking, cooking and of course music and dancing.

FOCUSED EXCURSION

We often gave the young people a focus on different trips. On some trips we asked them to take pictures of things they liked or were very impressed by. Other times we asked them to listen to sounds or smells and note the feelings they evoked. Focused attention on the senses supports conscious presence.

On the days after the excursion, they can reflect together on their experiences and present the photos they have taken.

ÁLOMTÁBLA - VISION BOARD

Young people were introduced to the Vision Board method. The Vision Board is a visual tool that presents our aspirations and objectives in the form of a montage. The participants were provided with a variety of magazines and images, which they used in conjunction with their own creative visual and textual elements to create their own Vision Board. It is important to allow sufficient time for completion of the task, which can be done in two parts. Once everyone has finished their own board, participants present their work to each other. This exercise encourages creativity, focus and self-expression.

MAIN GAMES, TOOLS AND METHODS USED ON THE SECOND WEEK:

FOCUS CARDS

The different picture cards proved to be an excellent training tool. They can be used for warm-up games (e.g. 'How do I feel now?' 'How have I arrived this week/this day?'), for feedback (e.g. 'What best expresses my feelings when I think back on today?') or for deeper conversations.

MATCHSTICK

The participants sit in a circle. Each person holds a match and when it is their turn, they light it. The idea of the game is that each participant has as much time to introduce him/herself or talk about a particular topic as the match burns down. Players learn in a fun way how to make their point, to keep to time limits and to formulate coherent messages in a unit of time.

RHYTHM GAMES

Mentally demanding activities are always followed by a relaxing, dynamic game. An illustrative example is the running hands exercise. Participants sit in a circle at a table and place their hands on the table so that they always cross. For instance, a player places their right hand on the table, and then the player to their right places their left hand behind the right hand of the player in front of them. The original player then places their left hand on the table, and the player to their right places their right hand down. This process is repeated until all participants have their hands crossed and resting on the table. The next step is for someone to initiate the hand movement by slapping their palm on the table. The objective is to continue the rotation, with the next hand in line always striking the table. Should a player fail to keep pace with the rhythm, that hand is eliminated from the game. Should a player strike the table twice, the round will reverse direction and resume from that point.

Another example is the use of dance imitation. The group forms a large circle and selects one member to leave the circle while the others discuss the role of the "conductor." The conductor will lead the group by demonstrating movements, which the other members will then copy. Once the conductor has been selected, the individual who was previously absent from the circle is invited to rejoin the group, taking up a position in the centre of the circle. The role of the team member is to find the conductor who initiates the movements. Once the conductor is spotted, they will be placed in the middle of the circle. This game is an effective method for reducing stress and tension accumulated during extended tasks, and provides a great counterbalance to periods of immobility.

DANCE AWAY!

We stand in a circle, and each participant is given the opportunity to introduce themselves or their current state/feelings about something in a dance move. This fun, short game develops self-expression skills and abstract thinking.

RESERVED SEATS

In a room or outdoors, place the chairs in two columns, in pairs. The members of the group sit down on their own chairs, and the referee gets up from his/her chair and moves as far away as possible from his/her own empty chair. Once he/she reaches this point, he/she starts to move at a steady speed towards his/her chair to sit down again. It is the job of the group members to prevent the referee from sitting down. They can do this by having someone sit on the empty chair. However, another chair then remains empty, so the referee changes direction and always moves towards the vacant chair.

The aim is to keep the referee standing for as long as possible. You can leave some time between two rounds for the group members to discuss their strategy. This game is very good for developing cooperative skills and systemic thinking.

DEEPENING SELF-AWARENESS

Each pair of group members is given a piece of paper with 4 questions on it:

- What are the three inner qualities that you really like?
- What do I like to do?
- What is it that I know something about?
- What do I want to improve?

The task is for them to answer the questions one by one and discuss their answers in pairs.

LEARNING ABOUT GROUP ROLES

Participants will then receive a printout of a picture of an extended football team. They are asked to choose the character they see themselves most in and colour it in. At the end of the exercise, we discuss in groups the roles, strengths and places of each character within a team.

PRESENTATION OF LOVE LANGUAGES

We will briefly introduce Gary Chapman's theory of love languages to the group.

"Based on decades of practice, American family and couples therapist Gary Chapman has come to the conclusion that we learn love in the same way that we learn our mother tongue, and that love is communicated through five basic communication channels. Each of us receives and expresses love in the language to which our upbringing and personal predispositions have made us most receptive. This is why our expressions of love often fail because the sender and receiver of the message do not understand each other.

THE 5 LOVE LANGUAGES:

1. Words of affirmation:

Words of appreciation provide verbal reinforcement for the loved one. Appreciation can be about the person's personality, appearance or an action they have done for us or for others. "It was nice of you to wash the car. It's really nice." "Thank you for taking out the rubbish." "That dress looks great on you." "I like that you're so optimistic." "I like the way you helped your mum." "Your smile is captivating. Did you notice how everyone's face lit up when you walked in?" For those who express love primarily through appreciation, they will be receptive to our words of praise.

2. Quality time: Quality time means giving your partner your undivided attention. Watching TV together is not quality time because we are not paying attention to each other. If we want to spend quality time together, we don't turn on the TV or leaf through the newspaper. When we talk, we look at each other and listen carefully. A walk together can be quality time, provided it's about being together, not just about moving. Quality time expresses that we enjoy being together. Whether we plant in the garden or go camping at the weekend, we do it because we enjoy each other's company.

3. Receiving gifts: Sokan akkor érzik leginkább a szeretetet, ha ajándékot kapnak. Az ajándék azt fejezi ki számukra, hogy partnerük gondolt rájuk akkor is, amikor éppen nem voltak együtt. Honnan tudhatjuk, hogy milyen ajándékkal szerezhetnénk örömet? Megfigyelhetjük, hogyan reagál, amikor másoktól ajándékot kap, vagy milyen megjegyzéseket tesz katalógusok böngészése vagy tévéreklámok közben. Akár meg is kérdezhetjük tőle, hogy sorolja fel, milyen ajándékokra vágyik. Az ajándéknak nem feltétlenül kell drágának lennie. Egy szál virág, egy doboz csokoládé, egy képeslap vagy egy könyv is kifejezheti szeretetünket.

4. Acts of Service: For those who speak the love language of service, actions speak louder than words. If you say words of appreciation, they are likely to think, "If you love me, why don't you help me with the housework? For them, washing the car, mowing the lawn, Hoovering or changing the baby are expressions of love. If we want them to feel cared for, we need to listen to what they want to help with and then do it regularly.

5. Physical touch: we have long known the physical touch has a powerful emotional impact. Research shows that those who have been nurtured and caressed a lot as children do better in their emotional lives than those who have received little loving touch. What is acceptable and what is considered inappropriate touch between the sexes is specific to each culture. Acceptable touch expresses affection, while inappropriate touch can be offensive or humiliating. Physical touch conveys emotional energy to those for whom it is their love language." (Source: <https://szeretetnyelvek.hu/>)

The objective of the session is to translate the concept into the language of young people, demonstrating the various ways in which we perceive the world. By means of tangible examples, we demonstrate to young people how they can alter their perspective in a social situation and become more attuned to the people they interact with. This session develops empathy skills, facilitates social connection and helps to understand the nature of conflicts.

GOOD GOSSIP

The positive gossip game is a feedback technique to be used at a deeper stage of group formation, at the end of a process. Participants are divided into groups of three and asked to give each other positive feedback. The person receiving feedback should be spoken about as if he or she were not in the group - the other two parties should speak about the third party in the third person singular. The two participants who are gossiping are facing each other, the third participant who is being gossiped about has his back to them and just listens to what they say.

We can help the group members at the beginning by asking leading questions to help them better understand the possibilities for giving positive feedback (e.g. an internal/external feature they like about him/her, a related good experience that made a big impression on them for some reason, a thing he/she is particularly good at, a talent.)

A time limit is set for the duration of the gossip, and then we swap.

At the end of the game, we work through the experience in large groups.

SELF-AWARENESS QUIZ

The game can be played in small groups or large groups. During the game, the group members have to answer various self-awareness questions (e.g. what is their favourite film or book, what is the most relaxing thing they do, what was the best/worst thing that happened to them that day, what makes them happy, what makes them angry, etc.).

You can use pre-made question cards or [digitally created games](#) as well.

THE TREE OF MY LIFE

This exercise allows group members to reflect on their lives and themselves in a new way by drawing a tree.

We request that young people draw a tree with roots, stem, branches and leaves.

For each part of the tree, participants should write down the following:

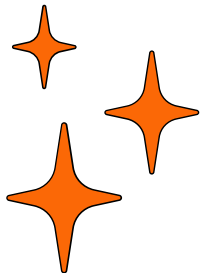
- **Roots:** what gives them strength, keeps them strong (these can be people, skills, qualities, anything they can draw strength from).
- **Stem:** abilities, skills, qualities that are specific to them.
- **Branches:** goals, aspirations, visions for the future.
- **Leaves:** their main achievements and successes to date.

Once the drawings have been completed, they can work individually and then as a group on how the task has affected them (e.g. How did it feel to create the drawing? How easy was it? How does it make you feel when you look at your tree?)

There are several versions of the Tree of Life exercise. It is important to use this present and future-oriented version for this target group, as the relationship with the past and events in the past can be particularly disturbing for them. Only allow participants to go down to a depth that we can safely handle individually and at group level. The exercise is all about strengthening a positive self-image, finding strengths, resources and anchors that can support them in achieving their future goals.

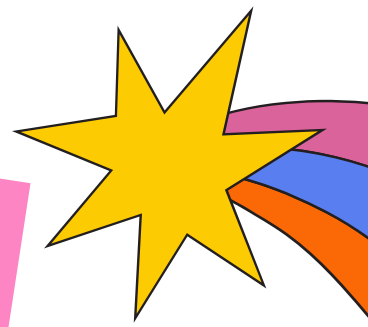
IN THE THIRD WEEK WE USED THE BUSINESS
SIMULATION GAME. THE THEORETICAL BASIS, ACTIVITY
ELEMENTS AND DETAILED DESCRIPTION OF THE GAME
WILL BE MADE AVAILABLE ON THE [PROJECT WEBSITE](#).





Some

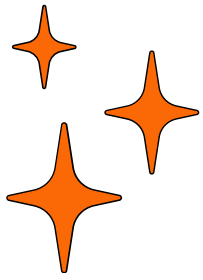
feedback



AT THE END OF THE INTERNATIONAL WEEKS, WE ASKED PARTICIPANTS A SERIES OF QUESTIONS IN A FEEDBACK QUESTIONNAIRE. WE ALSO ASKED THEM WHAT THEY TOOK AWAY WITH THEM FROM THE WEEK. HERE'S WHAT THEY WROTE:

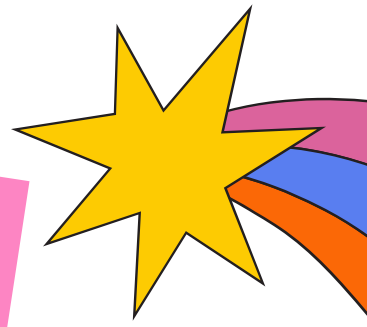
- I take everything with me
- happiness, friendship
- happiness, good mood, more courage
- togetherness and respect
- Our Voice!
- even though we speak a different language you can always communicate in a way like we did this week
- dare to say more about how I feel
- Our Voice
- Our Voice!
- the love, the tolerance, the good mood, the grace
- myself
- lot of smiles, joy, conflict management, good experiences
- joy, good experiences
- the good experiences because I want to forget about the bad ones
- experience and adventures
- joy, cheerfulness
- lots of learning (what I learned: culture)
- friendship
- culture
- talking about my feelings





Some

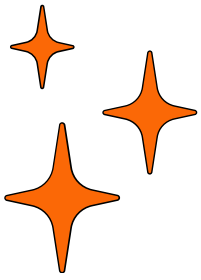
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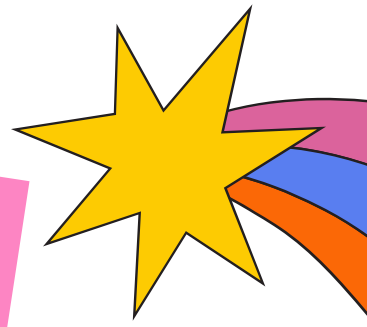
- Playing and thinking together with the members of the group
- A good mood while travelling
- I take a lot of love with me
- Smiles, happiness, games and friends
- the personalities of the trainers were very engaging
- common games
- the translation and the translators were good
- I learned many new things about myself
- bathing, games and lifts
- I take many experiences with me
- I take more confidence with me
- the positive gossip game
- I will take the landscapes we have seen on our journey together with me
- the colourful programmes in the afternoon
- strategic thinking
- common discussions
- new friends
- laughter, experiences
- Romanian music and words





Some

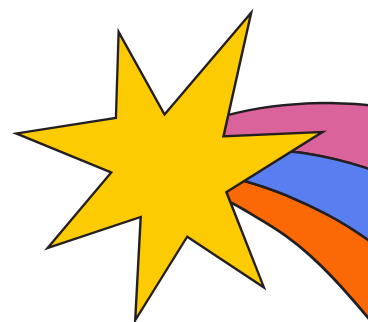
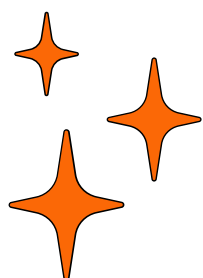
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AT THE END OF THE INTERNATIONAL WEEKS, WE ASKED PARTICIPANTS A SERIES OF QUESTIONS IN A FEEDBACK QUESTIONNAIRE. WE ALSO ASKED THEM WHAT THEY TOOK AWAY WITH THEM FROM THE WEEK. HERE'S WHAT THEY WROTE:

- experiences; lessons learned about coaching; cooperation with the social media group; better an 'ops' than a 'what (would happen) if'
- wonderful experiences
- all
- I learned English
- New language
- Lot of fun, gift
- Cheer, fun
- all good moments
- new places, culture
- good memories
- dream
- communicating with each other
- that working together is important
- all the nice moments





WE HOPE YOU FOUND OUR BOOKLET USEFUL.

**IF YOU WANT TO KNOW MORE ABOUT OUR PROJECT, JUST CHECK OUT
OUR WEBSITE AND FOLLOW US ON SOCIAL MEDIA!**

- Parents' House Public Benefit Foundation
- Asociatia Pro Agriensis Foundation
- Kommunió Foundation
- De Stuyverij

**YOU CAN ALSO GET IN TOUCH WITH US BY EMAIL IF YOU HAVE ANY
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