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EU as a solidarity's house for minors out of home
Erasmus+ project n.
2023-2-IT03-KA220-YOU-000184370



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TRAINING TOOLKIT

WP2

Cuore Srl – Impresa Sociale

Erasmus+ project n. 2023-2-IT03-KA220-YOU-000184370



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CENTRO STUDI AFFIDO



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EURHOPE Overview

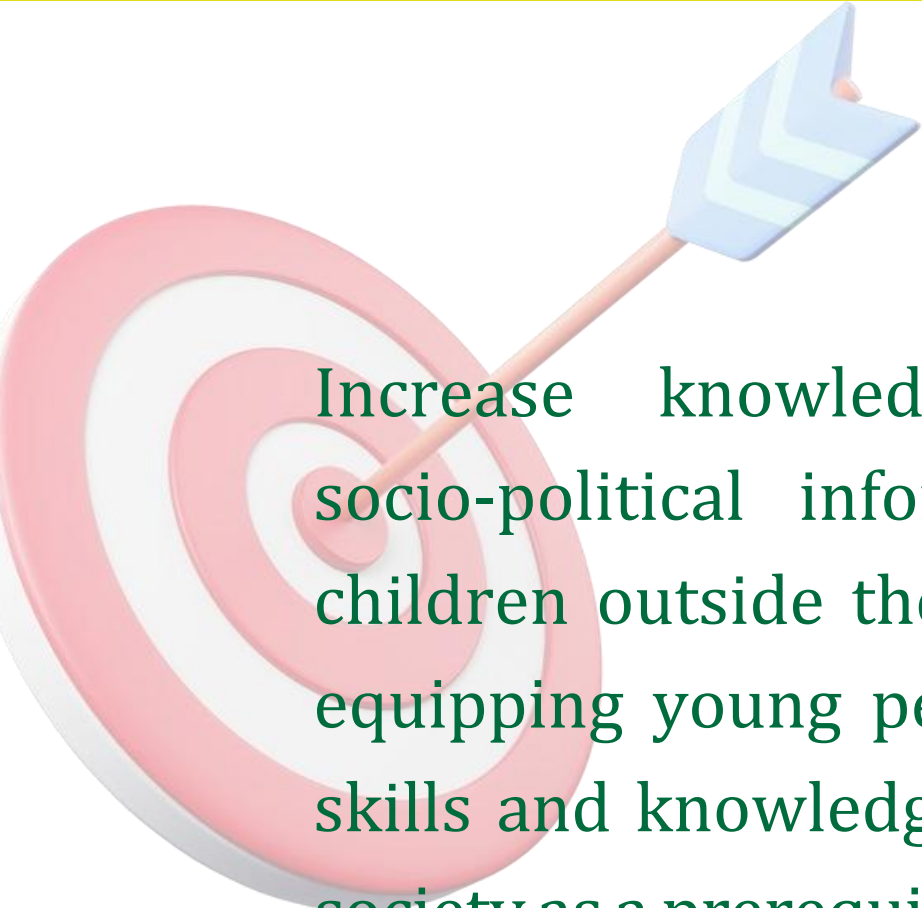


The EURHOPE project is dedicated to empowering minors who are outside the traditional family environment by enhancing their understanding of the European Union. Through the support of positive adult role models, the project aims to guide these minors in acquiring socio-political knowledge and actively participating in discussions on European matters. The training provided will equip you, as adult mentors, with the necessary tools to foster this learning and encourage minors to engage with European issues that affect their future.



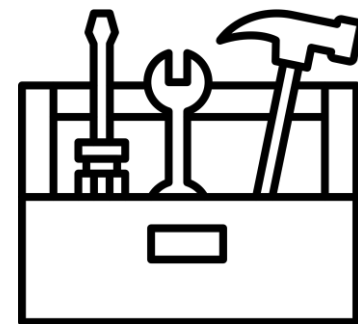


Project Objectives




Increase knowledge and exposure to socio-political information on the EU of children outside the family, with the aim of equipping young people with a basic set of skills and knowledge to understand modern society as a prerequisite for civic participation.

Promoting opportunities to take part in discussions and actions related to European themes and issues, stimulating dialogue with positive adults in the area who can offer examples of citizenship



Project Results

Training Toolkit for young people and adult volunteers to understand and evaluate socio-political content, assessing its reliability as a prerequisite for understanding the structure of the EU and its function.



Methodological Vademecum, to facilitate operators in enabling out-of-family children to express and construct their own vision of Europe, through game-based actions of civic participation.



Target Groups

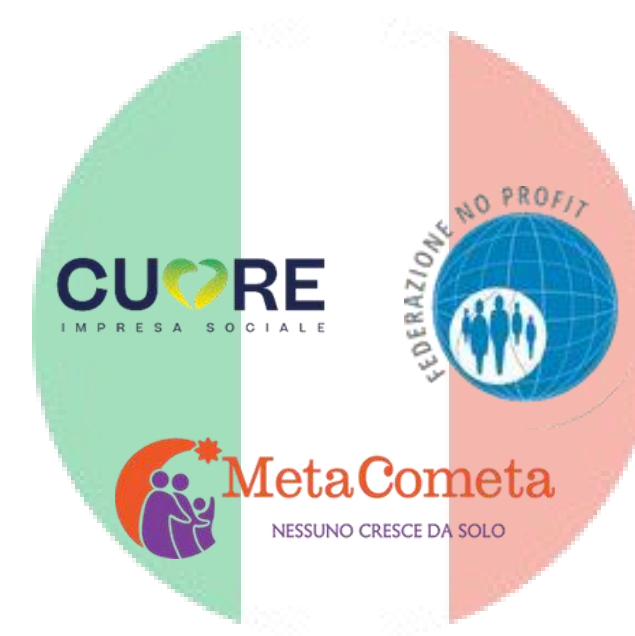
MINORS OUTSIDE THE FAMILY

Considering how adolescents in particular are difficult to place in family-based and/or social inclusion programmes due to their age and ultimately at greater risk of long-term social exclusion, Eurhope focuses on children in residential care between the ages of 13 and 16.

POSITIVE ADULTS

Functional targets for the involvement of minors are positive adults from the territory, to be trained so that they can represent positive models of European citizenship, incorporating and transmitting European values to the minors involved.

Project Partners





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Target group selection

Centro Studi Affidato - Progetto Famiglia

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I am Maria, 16 years old, raised under the roof of an educational community.

My mother, very ill, cannot take care of me, and my father is just a name on a document.

My grandparents, old but loving, take care of her.

I often think about my future with a mix of excitement and fear.

I know that at 18 I will be alone facing life's challenges. I don't know if I'll make it.





I am Giulio, 13 years old, a resident of this facility since my ninth birthday.

My home has become a distant memory, and every day I feel the growing distance between me and my schoolmates.

I know that my life chances are different, and sometimes despair takes over, I hide under the covers for hours in the dark to stay away from everything.

In the community, there are some operators who take me home with them on Sundays, these are nice moments that make me feel like part of a family.





- **Quality of affective relationships directly influences the development of young people**
- **new networks of positive relationships with the educating community**
- **participation and activation of young people and adults in collective processes**





- Respect for human dignity
- Freedom
- Democracy
- Equality



Abandoned

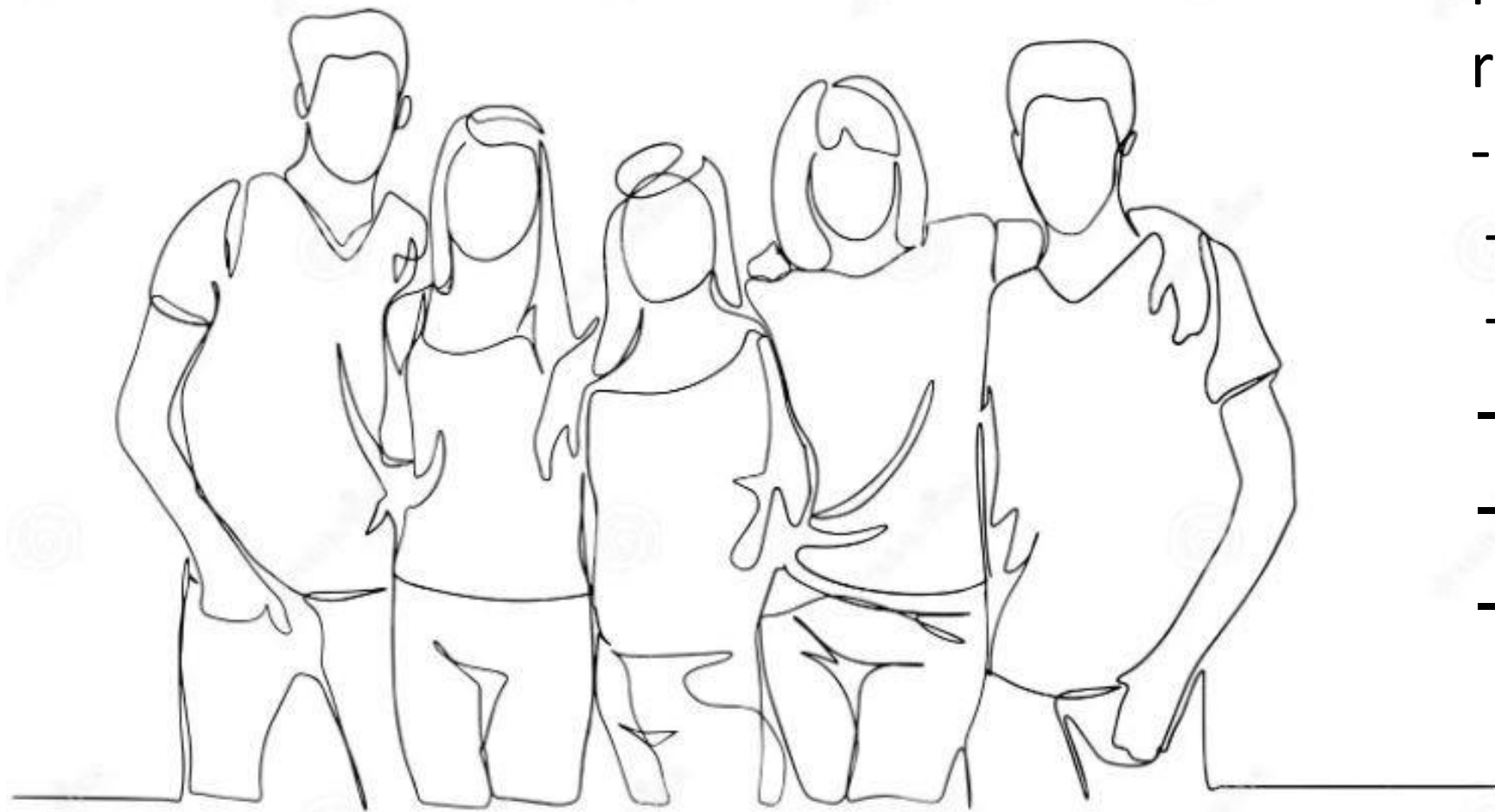
**Lack of educational and
relational references**



Target group selection - Minors

Boys and girls, 13 to 16 years old, located in residential facilities for minors whose family references are:

- Inadequate
- Distant
- Completely absent
- Unaccompanied foreign minors.
- Minors with disabilities.
- Minors with special needs.





Target group selection - Adults



- Volunteers from associations.
- Sensitive people from the region with a particular inclination for solidarity (teachers, coaches, social workers, etc.).
- Foster parents and families.
- People from the general public wanting to take part in the project.



Minor profile forms

***Suggestions
and additional
proposals?**



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MINOR PROFILE

IDENTIFIER: _____

FILING MATRIX	
Name and Surname of the filer	
Filing date	
PROFILE NOTES	
Gender and birth year/age	
Nationality	
Attending school year/grade	<i>School year and study course:</i>
Current location	<i>Name and type of care facility:</i>
Primary needs	<i>Health: e.g. Attention-deficit/hyperactivity disorder (ADHD), sensory disorders (sight, hearing), psychological or mental health disorders, etc. Education: e.g. specify if in line with the course, if the minor already benefits from or needs learning aids, etc. Emotional-relational development: e.g. troubles recognising and communicating their emotions, managing conflicts, relating with their peers, etc. Social norms: e.g. need for positive models, acquisition of negotiation and conflict management skills, etc. Autonomy: e.g. support in daily activities, etc. Others:</i>
Primary resources	<i>e.g. ability to reflect, autonomy with study, money management, use of public transport, use of technological tools, takes care of their health, empathy, respect for community or school rules, respect for shared spaces, etc.</i>
Attending activities	<i>e.g. sport, music, leisure activities, etc.</i>
Interests	<i>e.g. photography, cooking, acting, collectables, reading, etc.</i>





Adult profile forms

***Suggestions
and additional
proposals?**



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ADULT PROFILE

IDENTIFIER: _____

FILING MATRIX	
Name and Surname of the filer	
Filing date	
PROFILE NOTES	
Name and Surname	
Gender and birth year	
Nationality	
Level of education	
Knowledge of EU values and principles	
Employment type and intensity	<i>e.g. mathematics teacher, working hours 8:00-14:00 from Monday to Friday.</i>
Possible previous experience of solidarity towards minors outside the family	<i>e.g. volunteer in a foster home, volunteer at a rehabilitation centre for minors involved in the penal system, etc.</i>
Motivations for participating in the project	<i>e.g. contribute to the well-being of minors outside the family, give meaning to one's life, motivations related to the need for parenthood, contribute to a more inclusive society, etc.</i>
Availability (specify how many hours/days each week/month)	<i>e.g. available on Saturdays from 16:00 to 18:00, excluding August.</i>
Resources and strengths	<i>e.g. democratic educational style, cooperative attitude, excellent interpersonal network, awareness of one's motivations, openness to dialogue, etc.</i>
Possible issues and weaknesses	<i>e.g. authoritarian educational style, self-centred, difficulty trusting operators, etc.</i>
Additional important information	



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**Grazie, Gracias,
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RED **acoge**



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ARSIS - ASSOCIATION FOR THE SOCIAL SUPPORT OF YOUTH

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METHODOLOGY GUIDELINES – CREATION OF TRAINING CONTENT

Cuore Srl - Social Enterprise

For the creation of each training content, it is essential to carefully evaluate the training needs of the target audience. To do this, a variety of engagement and selection strategies should be employed to ensure that content is tailored to the specific requirements and expectations of the recipients. Therefore, one or more **Focus Groups** should be conducted between the Training Companies and Third Sector Associations/Companies, enabling an in-depth understanding of the target audience's preferences and needs. However, it is important to further expand the selection process by considering additional participatory activities, such as surveys, direct interviews, and community consultations, which can provide more comprehensive insights into the audience's interests, concerns, and learning gaps. This approach can create a more inclusive and dynamic feedback loop, involving the target audience in the design process.

Moreover, to enhance the selection of training contents, a **needs analysis** could be integrated, where the participants' existing knowledge and skill gaps are evaluated. This would allow for a more precise customization of the training program, ensuring its relevance and impact. Additionally, **collaboration with local stakeholders** (such as community leaders, employers, or experts in the field) can help identify pressing issues and knowledge deficits that the training should address.

Methodologies:

Activity 3 – Digital and Life Skills Training – HAU

Digital Competences

To ensure the accessibility of the training content and to cater to various learning styles, a combination of **technological support** and **interactive tools** is necessary. Besides explanatory videos, practical demonstrations, and computer tools, the training should incorporate more **engaging digital platforms**, such as mobile apps and online discussion forums. These platforms can allow participants to interact with the





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material, access supplementary resources, and exchange ideas with their peers outside of classroom hours. Additionally, **gamification elements** (such as quizzes, leaderboards, and achievement badges) can further incentivize engagement and promote active learning.

Life Skills

For life skills, it is recommended to diversify the interactive training methodologies based on the specific needs of the target group. Beyond simulations, role-playing, and storytelling, **peer-to-peer learning** can also be integrated. Participants can engage in collaborative group projects, where they can apply life skills in real-world scenarios. This peer-driven learning fosters teamwork, critical thinking, and problem-solving skills. To further tailor the life skills content, **dynamic feedback mechanisms** should be implemented. For example, after each simulation or role-playing session, participants can receive **instant feedback** from trainers or peers, allowing for continuous improvement and reflection. This approach can be particularly useful for addressing complex topics like emotion regulation and interpersonal communication.

Activity 4 – Training Socio-Political Knowledge – Cuore Srl – Social Enterprise

In this section of the training, interactive methods such as **simulations, role-playing, case studies,** and **storytelling** will be emphasized. Additionally, **interactive discussions and debates** can be incorporated to allow participants to engage in critical thinking and to articulate their views on socio-political topics. This will encourage active participation and improve the retention of information. For more complex themes, such as political systems or social justice issues, **real-life case studies** could be introduced, demonstrating the practical implications of socio-political knowledge in the participants' daily lives.

The **format of training sessions** should also be adapted to reflect the learning preferences of the participants. For example, content could be delivered through **visual aids**, such as infographics or diagrams, to complement written materials. Furthermore, considering that socio-political content can be highly diverse and dynamic, regular updates should be integrated into the training material. Trainers can work with the participants to identify current events or recent trends in politics that may influence their understanding of the material.





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Activity 5 – Training EU – INDEPCIE

For this training, while theoretical content remains a priority, integrating more **interactive elements** can make the material more engaging for adults. Beyond storytelling and simulations, **case study analyses** of recent EU legislative changes or important political decisions could help to contextualize the content and link it to real-world experiences. Additionally, **expert guest speakers** or **virtual tours** of European institutions (such as the European Parliament) can provide a deeper understanding of the EU's impact.

Interactive discussions around current EU-related events (e.g., the European Parliament elections, EU policies, etc.) can engage participants by allowing them to discuss and reflect on how these events affect their everyday lives. Furthermore, incorporating **online collaborative platforms** where adults can pose questions, access additional resources, or contribute to discussions outside training hours could enhance engagement and provide ongoing support.

Since the audience may be diverse, the **use of hybrid training formats**—a combination of online and face-to-face training sessions—should be considered. This ensures greater flexibility and accessibility, particularly for adult learners with varying schedules and learning preferences.

Formats:

To ensure accessibility and adaptability, all content should be made available in multiple formats, including **PPT** and **PDF** files. Each format should be compatible with commonly used software, so no specific software requirements hinder access. Additionally, the content should be **scalable** and **modifiable**, allowing each partner in the project to adapt it to their local context or language needs. To facilitate cross-cultural understanding, digital tools that offer **automatic translation** features should be prioritized in content development.

The use of **multimedia elements**, such as videos, images, and links to external resources, is highly encouraged. These can be included within the PowerPoint presentations or as separate files, provided they remain compatible with common devices. The use of **accessible design principles**—such as subtitles for videos, large





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text for visuals, and contrast-rich colors—ensures that the training material is accessible to individuals with different learning needs.

Content Length:

The content length must cover the planned training hours, as indicated by the specific training programs:

- **HAU:** 24 hours
- **Cuore Srl - Social Enterprise:** 8 hours
- **INDEPCIE:** 4 hours

However, depending on the feedback from the focus groups, this duration may be adjusted to accommodate the participants' engagement levels or additional topics that emerge during the learning process.

Languages:

All contents must be available in all the languages of the Partnership plus English. Training with target groups will be in the national language.





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WP2 Summary Act. 5 Training EU (4 hours) - Indepcie

Module 1: The European Union's Institutional Framework (1 hour)

- Understanding the EU's Key Institutions:
 - o European Parliament: Role and functions, Legislative process and decision-making, Relationship with other EU institutions
 - o European Council: Composition and functions, Key roles in setting EU policy agenda
 - o European Commission: Role and responsibilities, Executive functions and regulatory powers
 - o Court of Justice of the European Union: Structure and jurisdiction, Role in ensuring EU law compliance
- Decision-Making Processes in the EU
 - o Ordinary legislative procedure
 - o Consultation and consent procedures
 - o Role of national parliaments and governments

Module 2: Values and Objectives of the EU (1 hour)

- Fundamental Values of the EU
 - o Human dignity, freedom, democracy, equality, rule of law, and human rights
 - o Inclusion, tolerance, justice, solidarity, and non-discrimination
- Objectives of the EU
 - o Promoting peace, its values, and the well-being of its citizens
 - o Offering freedom, security, and justice without internal borders
 - o Sustainable development based on balanced economic growth and price stability
 - o Social progress and protection of the environment
 - o Economic, social, and territorial cohesion, and solidarity among Member States





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Module 3: Key Policies and Programs of the EU (1 hour)

- Overview of Major EU Policies
 - o Economic and Monetary Policy: The Eurozone and the European Central Bank
 - o Common Agricultural Policy (CAP): Objectives and impact on EU agriculture
 - o Environmental Policy: Key directives and regulations, EU Green Deal and sustainability initiatives
 - o Digital Single Market: Digital economy and cybersecurity initiatives
- EU Funding Programs and Initiatives
 - o Horizon Europe: Research and innovation funding
 - o Erasmus+: Educational exchange and opportunities
 - o European Solidarity Corps: Volunteering and solidarity activities
 - o Cohesion Fund and Structural Funds: Regional development and reducing disparities

Module 4: Promoting European Citizenship and Participation (1 hour)

- Rights and Responsibilities of EU Citizens
 - o Freedom of Movement: Rights to live, work, and travel within the EU
 - o Voting Rights: Participating in European and local elections
 - o Consumer Protection: Rights and protections for consumers in the EU market
- Civic Engagement and Participation
 - o Engaging in EU Decision-Making: European Citizens' Initiative, Public consultations and feedback mechanisms
 - o Participatory Platforms: Digital platforms for civic engagement
 - o Volunteering and Community Involvement: Opportunities and benefits of active participation
- Supporting Minors in Understanding and Engaging with EU Matters
 - o Mentoring and Guiding Minors: Effective strategies and best practices
 - o Educational Tools and Resources: Materials and platforms for teaching about the EU
 - o Building a Culture of Solidarity: Examples of solidarity projects and initiatives, Encouraging active participation in solidarity actions.





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WP2 Summary Act. 4 Training socio-political knowledge

(8 hours) - Cuore Srl - Social Enterprise

Module 4

1h - The European political structure:

- the institutional framework (European Parliament, European Council, etc.)
- the organisational framework in the EU

1h – European regulations on: displacement of citizens; anti-corruption regulations; protection of privacy (GDPR) and minors; etc.

1h – Values, duties and rights of the European citizen

2h - Profile of the global citizen:

- the basic concepts and phenomena concerning individuals, groups, work organisations, society, economy and culture
- the common values of Europe, as expressed in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union
- contemporary events as well as critical interpretation of major events in national, European and world history
- the objectives, values and policies of social and political movements as well as sustainable systems, in particular global climate and demographic changes and their causes
- diversity and cultural identities in Europe and worldwide
- the multicultural and socio-economic dimensions of European societies and how national cultural identity contributes to European identity

3h – European Projects. Which opportunities for EU citizens and young citizens (e.g. Solidarity Projects; Erasmus+ Mobility; etc.).





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WP2 Summary Act. 3 Digital Competencies and Life Skills (24 hours) - HAU

Digital Competences

Module 1: Information and Data Literacy (4 hours)

- Understanding Digital Data and Information
 - Introduction to digital data types and sources
 - Effective Search Strategies (broad and narrow)
 - Bookmarking information
 - Cloud storage and file sharing services
- Analyzing Data and Information
 - Critical evaluation of sources for credibility, relevance, bias, and accuracy
 - Techniques for assessing the reliability of sources

Module 2: Communication and Collaboration (4 hours)

- Digital Technologies for Collaboration
 - Tools for communication and collaboration
 - email, instant messaging, video conferencing, social media
 - Using public and private digital services
 - Libraries, government sites and apps
 - Digital communication etiquette
 - Being a good digital citizen

Module 3: Security (4 hours)

- Protecting Privacy and Data
 - Understanding the importance of privacy protection
 - Understanding and managing digital footprint
 - Privacy protection strategies
 - Safe online practices (phishing, scam. Grooming, privacy settings on social media)
- Impact of New Technologies on Well-being
 - Discussion on the potential risks and benefits of technology use
 - The impact of social media, constant connectivity, and screen time on mental health.
 - Strategies for maintaining digital well-being Strategies (healthy balance with technology use, digital detox practices)

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Life Skills

Module 1: Personal Area (4 hours)

- Self-awareness and self-management
 - Self-understanding
 - Recognizing and labeling emotions
- Emotional Regulation and Behavior Management
 - Techniques for managing emotions in different situations
- Building resilience
 - coping with setbacks and adversity
 - coping with uncertainty and stress

Module 2: Social Area (4 hours)

- Empathy and Communication Skills
 - Understanding empathy and its importance in communication
 - Effective communication techniques for building relationships

Module 3: critical and creative thinking and personal growth (4 hours)

- Critical thinking
 - Effective questioning techniques
 - Analyzing information
 - Problem solving
- Creative thinking
 - Developing new ideas
 - Finding solutions to problems
- Personal growth
 - Understanding different learning styles
 - Developing strategies for personal development

Notes

The material for the minors will include only a limited amount of theory. Emphasis will be given to interactive activities (polls, quizzes etc), videos, group discussions, and practical exercises to ensure engagement and impact.





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The material for the trainers will be strengthened with additional notes and instructions on how to use the material.

Parts of the material will need to be localized by each partner. For instance: in "Using public and private digital services" each partner should include local sources.





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Progress Report on relational aspects by country

Report on relational aspects with minors - ARSIS, Greece

ARSIS has contacted 7 UAM s Accommodation Centers, giving information about EURHOPE project and the activities included in the project. Five of the Centers where in Thessaloniki area, 1 in Konitsa-Ioannina and 1 in Pentalofos- Kozani. More specifically :

1. Spiti tis ARSIS (hosting boys 5-12years old and girls 5-18 years old)
2. ARSIS Peraia UAMs Accommodation Center (hosting boys 12-18 years old)
3. ARSIS Tagarades UAMs Accommodation Center (hosting boys 12-18 years old)
4. ARSIS Oraiakastro UAMs Accommodation Center (hosting boys 12-18 years old)
5. MELISSA Institution (hosting girls 5-18 years old)
6. Pentalofos Uams Accommodation Center, Municipality of Voios, Kozani (hosting girls 5-18 years old)
7. Social Welfare Centre of Epirus Region, Konitsa, Ioannina (hosting girls 5-18 years old)

Six of the above Centers where positive were positive in participating in the project. (Melissa Institution, only didn't, although they found the project very interesting, but they delayed their answer due to internal bureaucracy reasons).

ARSIS found tutors in all three cities for the trainings. The trainings took place in each of the above Centers.

The number of the minors that initially enter the program was 43 (26 boys and 17 girls). Although the number was bigger than the one defined by the project, we accept all the participations, because the minors were divided in 6 different training groups, so there was no problem with the efficiency of the trainings. Also, we have to notice that among the 43 minor participants, there 4 minors that didn't respond to the age limit 12-16 (2 girls 11years old and 2 boys 17 years old), because the shelters believed that it would be good for them to participate in the trainings.

The nationalities of the participants were:

Greek8, Egypt12, Syria11, Somali7, Guinea2, Iraq1, Yemen1, Sudan1

In the training sessions was held in Greek with the use of interpreters of the shelters, for translation from Greek to Arabic, where that was needed. In ARSIS Centers , workers of shelters (psychologists, social workers or educators according to topic and their free time) were sitting in sessions to observe and be familiar with the educational materials and procedures.





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The sessions were held, outside of school hours, in different days and times in each shelter, in accordance with the minor's schedule of other activities, from October 2024 until beginning of January 2025.

The training groups were small. In Ioannina 8 minors group, In Kozani 5 a group of 5, in Peraia 7 minors, in Spiti tis ARSIS 4 minors, in Tagarades 10 minors and in Oraiakastro a group of 9 minors. The small training groups helped the better engagement of the minors with the training materials, and so the efficacy of the sessions.

36(22B,14G) minors participants completed all 3 Modules, while 7 withdraw (4B,3G)

The sessions were effective, most of the minors found the materials useful, and they enjoyed the trainings. Now they are waiting about the next face of the program to meet with the adults and especially to start creating the projects.

The Centers involved, also found the trainings very useful. The trainings about the EU principals and values, the opportunities and rights and duties of European Citizens, and safety and protection in the digital world are knowledges and skills that all minors need.

(More information are in included in the individual reports of each activity in the ANNEX below. Also photos of the sessions in each Centre are available in the drive)

ANNEX- Sessions reports per module

ACTIVITY 3-“Life Skills” Module Report

The life skills module appeared to be generally interesting to the children, as they actively participated in discussions, asked questions, and sought clarifications on specific topics such as emotion management and decision-making.

Many of them shared personal stories and experiences, which strengthened their connection to

the content and enhanced their interaction with one another.

The children's level of satisfaction with “Life skills” Module is estimated to be high, as they showed interest, engaged in activities, and mentioned that the topics discussed were directly relevant to them, especially girls' participants. In contrast, some the boys



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found it very hard and tried to avoid sharing and talking about feelings, mainly because of cultural behavioral standards.

The main challenges included:

- Emotional reactions: Some topics touched on personal experiences, requiring careful handling.
- Lack of role models: Many children did not have stable role models, making it difficult to connect life skills to their daily reality.
- Varied skill levels: Some children already had developed self-regulation skills, while others required more guidance.

ACTIVITY 3-DIGITAL SKILLS REPORT (in the form that we were asked to complete)

Module 1: Information and Data Literacy

The module was generally interesting to the children, as it focus on the things they use in everyday live. Also the use of computers and mobile phones make them feel like playing and not attending a lesson. Although not all of them have personal mobiles and they had to share the existing ones, or use the computers of the shelters as well that was a module that attracted their interest.

Searching in internet for their favored issues (athletics, music, videos etc), using key words, social media are topics of interest and daily fun. They were somehow shocked acknowledging the dangers they might face, they have heard only about bullying in social media, and they learn new ways to protect themselves. They shared stories they have heart, asked a lot of questions and asked for examples about digital rights and responsibilities.

In conclusion the minors found it a very interesting module, with exceptions the parts that were more theoretical, referring to definitions.

Challenges:

- The fact that a lot of minors doesn't own mobiles or have access to other personal electronic devises,
- Language and learning difficulties – Some children had limited language proficiency, which affected their understanding of certain concepts.
- 3. The differences between the minors according digital knowledge and familiarity with technology



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ACTIVITY 4-Training in «Socio-political Knowledge» Module Report

The module was generally interesting to the children, as it connects with issues that affect their daily lives, such as free movement within the EU, their rights, and the opportunities the Union offers.

The children asked several questions and sought clarifications, as there were many concepts and issues they were hearing about for the first time. The children's level of satisfaction was high, as the topics were current and practical. Their participation showed that they found the module useful, although some children might have wanted-needed more examples or further analysis of the concepts. The mapping activities, the travel opportunities and the rights of EU citizens were the main subjects of their interest.

Challenges:

1. Lack of prior knowledge and interest – Most of the children had not been exposed to discussions about the EU, citizens' rights, or political processes, making it harder to grasp the topics. Without travel (concerns greek participants) or political experiences (concerns all of the minors), the children seemed to struggle with the terminology and the names of the different EU institutions.
2. Language and learning difficulties – Some children had limited language proficiency, which affected their understanding of certain concepts.





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Report on relational aspects with adults - ARSIS, Greece

ARSIS has a volunteer's center with more than 100 active volunteers, willing to participate in the many different activities of the organization.

A brief about the program and the characteristics of adult participants was sent to them asking those who were interested to submit a participants form.

Initially 40 people were interested in participating, and 20 of them were selected (8 man and 12 woman) for the training session. 18 persons from Thessaloniki and 2 from Kozani. Although the participants number was supposed to be 15, we thought it would be better to select more persons to cope with possible future withdrawals. Also, there were too many women and very few men that submitted applications for participation, that was impossible to be precise to the analogy to 50%-50% of genders, but very close to it.

The session was held in ARSIS Volunteers Center, in Thessaloniki, on Thursday 9/1/2025, and lasted 5 hours (including a 30' break). From the 20 persons initially registered, appeared 16 (6 man and 10 woman). The main reason of withdrawals of last minute, was that they weren't sure that they could be committed as mentors for the next 2 years. (some of them just finished their studies and searching for a job, had plans about travelling, continue their studies or working in other EU countries).

The module was generally interesting to the adults, although most of them had a thorough knowledge about EU structures and procedures. Beside the increased knowledge in EU issues that they accomplished, some new friendships begun. The participants expressed their pleasure of knowing new people that they share the same interests and values, and they anticipate next steps of Eurhope project.

We used activities like role playing, simulation, discussions and research in smaller groups, debates, presentations to increase active participation, help the participants to know each other and promote team spirit.

The activity they liked more was the one that they were divided into 3 groups (1 group was European Commission, 1 group Council of E.U., and the 3rd group European Parliament) and they had to pass a new legislation, simulating the EU procedures.



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The participants expressed their need to have more information about the minor groups they are going to meet and their role with them. Also they asked for more training on how to reach the minors and how to act as mentors in European issues. Those modules are going to be included at the WP3 activities.

In the end of the session, the participants asked several questions about the next steps, and the minors they are going to meet and work with them, and we created a group discussion in viber to keep in touch.

The session was completed successfully and the participants are logging for the next trainings.





PROGRESS REPORT ON RELATIONAL ASPECTS BY COUNTRY

Report on relational aspects with minors - Córdoba Acoge, Spain

Córdoba Acoge has contacted six Child Protection Centres in the city. These are all those available after ruling out centres dedicated to minors with disabilities or behavioural disorders.

The fact that in our country there are fewer and fewer centres dedicated to this purpose is due to the subsidiarity of Residential Care. Law 26/2015, of 28 July, amending the system for the protection of children and adolescents, *"sets out the guiding principles for the reform of institutions for the protection of children and adolescents, indicating that priority will be given to stable measures over temporary ones, to family measures over residential ones, and to agreed measures over imposed ones."*

Of these contacted centres, only 3 of them agreed to take part in the project. The rest denied their involvement, alleging 1) that they were undergoing a reform/tendering process, 2) that they did not have any available training slots, alleging the length of the training, 3) that they had other priorities.

The centers to which we have had access are:

- **CPM Juan de Mairena** is a public centre run by the Junta de Andalucía. It has 25 places for both boys and girls, but not all of them fall within the age range included in the project. Due to its urgent nature, it is the centre to which unaccompanied minors who arrive in our country as a result of migratory flows or other emergencies are sent. For this reason, when providing training, it must be taken into account that the minors speak different languages (Wolof, French, English, Arabic, Mandinga, Swahili, etc.) and many of them are not literate. There are also Spanish minors, but normally, the sessions have been adapted in terms of complexity and language, as far as possible, to ensure that it has the greatest possible effect on the minors.
- **CPM El Buen Pastor**; although all are subject to the Junta de Andalucía and are governed by its regulations, the management of this center belongs to a Religious Congregation, it has 8 places only for girls, all within the age range required by the project.
- **CPM IMARA**; like the previous one, it is governed by the regulations and tenders of the Junta de Andalucía, but it is managed by an entity from the province of Córdoba. It has 10 places, both for boys and girls.

Meeting the target of 30 minors required by the project has been subject to the reality of the Child Protection Service of Spain. The public center is the oldest and, therefore, the one with the greatest capacity, in the Autonomous Community of Andalusia (and in the whole country in general, but the area of minors is the responsibility of the autonomous communities), Residential Care is carried out in centers that have seen their places reduced to increase the quality of interventions with minors. This is reflected in Law 4/2021, of July 27, on Childhood and Adolescence of Andalusia, in its article 109, establishes that *"Child protection centers*



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must tend to a reduced number of places depending on their typology, to promote the quality of the care provided and the warm atmosphere that should inspire coexistence similar to a family nucleus." For this reason, reaching a greater number of minors between 13 and 16 years old is more complicated.

The sessions were held weekly, always outside of school hours, in order to adapt as much as possible to the availability of the children. The proposed 32 hours were completed over 8 weeks.

Below we will describe one by one the sessions developed in each center, focusing on the participation achieved and the impression made on the minors.

Juan de Mairena Child Protection Center

Session 1 (4h)

We started Life Skills module 1 with the aim of getting to know each other, as it was our first session with the children. The classes are held in a large classroom within the centre, with the chairs arranged in a circle around the projector to encourage greater closeness. However, the session was a little complicated because we had not been previously informed about the language barriers of many of the children. Despite this, we were able to carry out the session with the support of a translator, helping them understand the concepts of self-knowledge, self-management, emotional regulation and resilience.

In the first part, which focused on self-knowledge and self-management, we had to use the translator a lot so that the children could identify and name the emotions. It was an interesting part, as the children were surprised to discover the variety of emotions that exist, many of which they had not previously known. They participated actively, showing curiosity and enthusiasm for learning.

After a 20-minute break, during which the children had a snack, we resumed the session. In the second part, we continued using the translator and visual representations to better explain emotions. For the dynamic of strengths and weaknesses, each one wrote in their language and then shared their answers in the group, which encouraged interaction and mutual understanding.

Finally, when addressing the concept of resilience, we used examples of athletes, especially footballers, who sparked a lot of interest among the children. We talked about the case of Nico Williams and his family, who demonstrated resilience during their migration process, a topic that many of the children identified with. The session kept their attention at all times and, as we progressed and got to know each other better, we managed to adapt the dynamics to include all the participants.



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Session 2 (4h)

In this second session we worked on Module 2 of Life Skills, focusing on effective communication and relationship management. Due to the language barrier identified in the first session, before starting we prepared a translation of the materials into the languages that the minors understood. This allowed them to follow the slides and understand the content, which facilitated their active participation, either in Spanish or through gestures.

The session began with a focus on emotional intelligence, where the importance of recognizing and managing our emotions to improve communication with others was explored. Empathy was explained as a key skill, and the children were interested in reflecting on how putting themselves in another's shoes helps improve relationships. They also shared examples of recent situations in which they had experienced this concept.

After a 15-minute break, we continued with the work on body language and non-verbal communication, where the children actively participated by commenting on an image proposed on the slide. They were shown how our facial expressions and gestures can complement or contradict what we say verbally, which generated a deep reflection on the importance of being coherent in our communication.

To assess emotional intelligence, we handed out a questionnaire translated into the different languages, which we corrected as a group. The children came to the conclusion that they all needed to improve their skills in this area. Finally, we addressed relationship management, highlighting trust as a key aspect of healthy relationships. When talking about unhealthy relationships and signs to end a relationship, many shared personal examples, which showed a great understanding of the topic. Overall, the session was very participatory and positive, with valuable reflection on how they relate in their daily lives.

Session 3 (4h)

In the third and final session of "Life Skills" at the Juan de Mairena Child Protection Centre, the dynamics were much more fluid and active compared to the previous ones. Despite the initial language barriers, the minors showed greater interest and participation, which allowed for a more dynamic progress in the contents of the session. Thanks to the adaptation of the resources and methodology, we managed to make everyone feel more comfortable and committed.





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We started with a critical thinking activity using riddles, presented in different languages, which helped break down language barriers. The children communicated more openly using gestures, drawings and other visual forms, which created a relaxed and participatory environment. This activity allowed them to express their ideas and reflect on solutions in a collaborative manner.

Next, we introduced the "Survival Game," where children discussed which items would be essential for survival. This activity encouraged critical analysis and justification of their decisions, allowing participants to engage in deep, group reflection. It was an excellent opportunity to apply their critical thinking skills in a practical and entertaining context.

Finally, we worked on creative thinking with dynamics such as completing circles in 3 minutes and brainstorming sessions, which promoted active and enthusiastic participation. At the end, we addressed personal growth, explaining different learning techniques and how each one could adapt them to their personal style. The session ended up being the most successful, with the children demonstrating not only great interest and fun, but also a solid understanding of the topics covered.

Session 4 (4h)

In the fourth session of the project with the children from this centre, we started with the first module of "Digital Competencies", focused on understanding data and digital information. We knew that, due to the language barrier and the lack of previous interest, this session could be more challenging. Even though most of the children showed less enthusiasm than in previous sessions at the beginning, motivation grew throughout the session. In addition, the translation of concepts and terms related to digital data helped with understanding, although the pace of the session was somewhat slower.

The first part of the session focused on introducing the types and sources of digital data. During this time, the children learned to differentiate between information and data, highlighting the distinctions between qualitative and quantitative data. We used simple and relatable examples, and the children claimed to understand the difference between the two concepts.

Later, we moved on to work with browsers and different strategies to carry out effective information searches. Remember that children in this type of resource do not have access to a telephone and have limited access to the Internet, so we use examples in groups or follow the slides. In this way, we learned together to use different browsers and to apply tactics such as the use of keywords, location, special character use, and reverse image search. This last strategy surprised the boys and girls a lot, who were very excited to try it. Since they do not have mobile devices, we put it into





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practice during the session using the mobile phone of the worker who taught the workshop. We carried out a search with a photo of some shoes that belonged to one of the boys in the class, which was very exciting for them.

Finally, we talked about tips for analyzing information and some criteria to consider when evaluating its credibility. We used examples of news and social media content they had recently seen to apply these criteria: credibility, relevance, bias, and accuracy. Although at first it was difficult for them to understand each concept, they all eventually understood it and were able to put into practice what they had learned from the examples shared. This part of the session, although it seemed complex at first, was received with more interest and participation.

In this session, it was evident that the language barrier also played a role, as some children had difficulty understanding technical terms, which slowed down the pace of the class. However, as we progressed and used examples to understand the concepts, the boys and girls became more motivated and participated more actively, showing obvious interest throughout much of the session.

Session 5 (4h)

In this session, we cover Module 2 of Digital Skills, working on topics related to tools for communication and collaboration, the use of public and private digital services, digital rights and responsibilities, and netiquette on social networks. Due to the language barrier, once again, the materials were translated into several languages to facilitate understanding by minors.

We started with tools for communication and collaboration. The use of digital platforms that allow online interaction and collaboration was presented. The minors learned about communication tools such as those belonging to Google, which they already knew, but were surprised to discover other options, such as Outlook, Viber or Telegram, which were unknown to them. In addition, we talked about the chat applications they used the most. They agreed that WhatsApp was the most used to connect with adults, but to communicate among peers they preferred Instagram or TikTok messaging. This section was quite productive for them, as it allowed them to expand their knowledge of digital tools.

After the break, we continued with the use of public and private digital services. The children were more attentive when we talked about how to access online services. In addition to the public and private digital services presented, we presented them with other services that we knew, such as language learning applications, websites where they could read books for free, and NGOs that offer help to children, as well as guides on different issues. This practical and diverse approach sparked their interest even more.



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Moving on to the social media section, there was a moment of surprise when talking about YouTube in China. The minors were surprised to discover that it is not available in that country and that it is replaced by Bilibili, a platform that is not available in the rest of the world. Many of the children admitted that in their country of origin there were no phones or social networks, and that when they arrived in Spain and got one, they were having serious problems limiting their use outside the school. This reflection helped the minors to be more aware of their use of technology.

Finally, we addressed digital rights and responsibilities, as well as netiquette on social media. Although many were already aware of some of the rights and duties online, not everyone was familiar with all the concepts. The video accompanying this part of the session left room for reflection, which generated a very interesting dialogue. Through this debate, the minors were able to delve deeper into respect and responsibility on social media, which contributed to valuable learning about the responsible use of technologies and allowed them to reflect on their actions in the digital world.

Participation increased slightly during this section, especially when we discussed respect on social media. Although interest was lower than in the first sessions, it was higher than in the last one, which allowed for collective reflection on the importance of having a responsible attitude in the digital environment.

Session 6 (4h)

In this session we addressed Module 3 of *Digital Skills*, which focused on the protection of privacy and personal data, and how new technologies affect well-being. First, this topic was explored with a dynamic that initially surprised the minors. At first, many of them did not show concern about privacy and claimed that their data was not in danger, since they did not consider it to be important to anyone. However, when viewing the video about the digital footprint, the minors began to feel uncomfortable about having shared their personal information online. This generated a first change in their perspective.

Afterwards, we played the “Chicken Game,” a joint activity that, although it was a bit slower paced due to the diversity of languages and levels of understanding, was very useful in exemplifying the importance of the decisions we make online. In the first round, we quickly lost, but by analyzing our mistakes, we managed to improve and played three times, each time with better results. This exercise allowed them to understand more clearly how the choices we make online can have consequences.

Next, we delved into strategies for protecting our privacy on the Internet. Many minors already knew some basic recommendations such as using strong passwords, not answering spam emails and not talking to strangers online, but most of the strategies we presented were new to them. This part of the session was especially productive, as





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the minors understood key concepts such as the function of cookies, the importance of setting social networks to private, how to manage application permissions, the risks of using public WiFi and the crimes that can be committed online. The illustrative videos helped to visualize the real problems they could face, allowing the minors to empathize with the protagonists of the situations presented, discuss the actions they could change and reflect on how not to expose themselves too much on the Internet. Some still did not understand why they could not share some data, if it was their choice, but in general, it made them reflect and adopt a change of perspective.

The next point to be discussed was the impact of new technologies on well-being. Most of the children were aware that using their phones delayed them in their daily tasks when they were outside the centre and recognised that it was part of their daily worries and fears. They also admitted that much of the content they consume on social media makes them feel inferior. During this part, we talked about how to create a digital detox plan and agreed that the residential centre for the protection of minors already acts in some way as a detox plan, as phone use is limited to one hour a day. The *Wakey Wakey video* was also enlightening, helping them understand that it is not good to sleep with the phone, although many recognised that they still do so when they are outside the centre.

The session was very productive, as the children learned many new concepts and were able to reflect on how their virtual actions affect their real lives. Despite language limitations, the dynamic was positive, and the children were very interested, asking questions and reflecting on the strategies presented.

In summary, throughout the three *Digital Skills sessions*, we have covered the established objectives, offering children practical tools and resources to use the Internet and its resources and manage their privacy and digital wellbeing. The sessions were progressively more interesting and useful for them, providing them with strategies that they can apply in their daily routine and generating a positive impact on their understanding of the digital world.

Session 7 (4h)

In today's session, we started the module on socio-political knowledge, we covered the points about European countries, the socio-political structure of the European Union and European regulations. At the beginning, we presented the countries that make up the EU and their location on the map. This topic generated some difficulty, since the children had little prior knowledge of European geography. Despite this, an effort was made to understand the information and the children participated by trying to guess the countries.

After looking at the European countries, we moved on to explaining the socio-political structure of the EU. In this part of the session, the children were introduced to the main institutions of the EU. Although the children tried to follow the content at first,



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the theoretical nature of the information made it difficult to maintain their attention. To aid comprehension, we distributed translated materials, but the discussion was scarce and the level of interaction with the content low. Noticing signs of fatigue, we decided to take a break before continuing with the activity of "recognizing the logos", which was proposed as a more dynamic exercise.

After the break, we resumed the session with the activity of recognising the logos of the European institutions, but motivation was still limited. Although some children were interested, most seemed disengaged, especially with such theoretical content and so far removed from their daily experiences. The exercise was useful to visually review what we had learned, but participation was not as active as in other sessions. This lack of motivation was again reflected in the topic of European regulations, another theoretical section which, although illustrated with practical examples, failed to fully capture the group's attention. The role-plays proposed to illustrate situations based on the regulations were difficult to carry out, as the participation of the children was scarce and their enthusiasm limited.

Despite the challenges presented during the session, the final review exercise provided an opportunity for the children to engage further. In this final exercise, participation increased as the questions were closer to their level of understanding. Although the session was difficult and attention fluctuated at times, it was noted that the children had retained key information throughout the final exercise.

Session 8 (4h)

Today's session addressed the values, rights and duties of European citizens, the profile of the global citizen and the opportunities offered by European projects. The children showed interest in the right to equality, sharing experiences in which this right was violated, which generated a debate on its importance in society. However, they had doubts about civic duties, such as contributing to society and the economy. To clarify these concepts, we carried out a role-play that facilitated understanding and encouraged active participation.

The topic of the global citizen profile was more complex for the group, despite the translations offered. We took a break due to the inevitable fatigue and continued directly with the topic of migration, which sparked the interest of most, and they shared personal experiences about this phenomenon. Motivation decreased in the rest of the block, but the role-play activity helped improve participation, especially by using real situations of the group for the "situation cards", which promoted an enriching cultural exchange, particularly among the minorities of ethnic minorities.

As regards European projects, youth exchanges and training courses were highlighted. When talking about local associations that manage these exchanges and young people



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who participate in programmes throughout Europe, the minors were more motivated, as it offered them a vision of the future and the possibility of actively participating in European projects.

At the end of the session, there was a review of the topics discussed, but participation was limited and interest was not as high as on other occasions. Despite the difficulties in understanding the more dense and theoretical topics, the session allowed for valuable moments of reflection, especially on migration and opportunities for young people in Europe.

El Buen Pastor Child Protection Center

Session 1 (4h)

In this session of Life Skills module 1, the main objective was to get to know each other better, as it was our first session with the girls. The activity was carried out in a smaller room inside the Civic Centre close to the Child Protection Centre, which favoured greater closeness and more active participation. Although some girls showed less interest than others, most were attentive and participative throughout the session.

We began by exploring self-knowledge and self-management, focusing on different emotions. The girls were surprised to discover the variety of emotions that exist and were interested in sharing their experiences and asking questions, especially when identifying emotions they felt without knowing how to name them. This exercise encouraged personal reflection and a greater understanding of their own feelings.

After a short break, we resumed the session with the topic of emotional regulation and behaviour management. We used examples and slides to illustrate self-control techniques adapted to their personalities. We carried out a dynamic of strengths and weaknesses, in which each girl wrote down her ideas, shared them in the group and posted them on the wall. This exercise promoted interaction and helped the girls, especially the two newly arrived sisters, to integrate better into the group.

Finally, we worked on the concept of resilience, using examples close to the girls, such as the case of Sarah Almagro, who overcame a serious illness at a similar age to them. Many of the girls knew her story from social media and television, which allowed for an enriching conversation about their own experiences. In general, the girls were attentive and engaged, with greater participation as the session progressed. Only two girls seemed more apathetic, possibly due to external factors.

Session 2 (4h)



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In this second session of Module 2 of Life Skills, focused on effective communication and relationship management, the 8 girls showed a high level of interest and participation. There was a greater sense of trust between them, which facilitated group dynamics. The two newly incorporated girls were already fully integrated, participating naturally in discussions and activities.

The session began by addressing emotional intelligence, in which the importance of recognizing and managing our emotions in order to communicate more effectively was explored. Reference was also made to the concepts of self-knowledge and self-control from the first session. Empathy was explained as a key skill in communication, which led the girls to reflect on how putting themselves in another's shoes improves relationships. They shared personal examples, especially about their failed romantic relationships, which generated a sincere and open conversation between them.

Next, we worked on body language and non-verbal communication, using an image from the waiter's career in France to start the reflection. The girls actively participated, which generated a lot of laughter, but also made them think about how sometimes body language can be more revealing than words. Afterwards, we assessed emotional intelligence through a questionnaire that they completed individually and then corrected as a group, allowing them to identify areas for improvement.

Finally, we addressed relationship management, asking them what they consider a healthy relationship, to which they all agreed that trust is essential. They also shared experiences about unhealthy relationships, mentioning situations in which they felt manipulated or deceived. When talking about the signs to end a relationship, the girls connected the topic with examples from their own experience. The session was very participatory and enriching, encouraging a deep reflection on how they relate in their daily lives, which strengthened the connection and trust in the group.

Session 3 (4h)

In this session, the participants showed even greater enthusiasm than in previous sessions, which allowed the activity to be more fluid and dynamic. We began with an introduction to critical thinking through a series of riddles, in which the girls participated actively and with motivation. Solving the riddles allowed them to start thinking critically and collaboratively, generating an environment of constant participation.

Next, we introduced the "Survival Game," where the girls reflected on which items would be essential for survival. This exercise encouraged group analysis and debate, as participants discussed the reasons behind their choices. This activity was very useful in promoting critical thinking and justified decision-making in a fun and entertaining way.



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After the break, we tackled creative thinking with activities such as the 3-minute circle-filling game and brainstorming rounds. The limited time to generate ideas stimulated the girls' creativity, which encouraged active and enthusiastic participation. The activities encouraged free expression and collaboration, allowing the girls to fully engage in the creative process.

Finally, we closed the session with a focus on personal growth, explaining the different learning techniques (visual, kinesthetic, auditory and reading and writing). We carried out a joint test to identify each student's learning styles, which allowed them to reflect on how to apply these approaches in their daily lives. The session turned out to be the most dynamic so far, with a positive, participatory atmosphere and a notable growth in critical thinking skills, creativity and self-knowledge.

Session 4 (4h)

In the fourth session of the project with the girls from the El Buen Pastor centre, we started with Module 1 of *Digital Skills*, focusing on understanding data and digital information. Although many of them were less enthusiastic at first, as the session progressed, interest increased and we managed to generate good participation.

The first part of the session focused on the introduction to the types and sources of digital data. During this time, the girls learned to differentiate between information and data, highlighting the distinctions between qualitative and quantitative data. We used simple examples close to their daily lives, which made it easier to understand the topic and all of them stated that they understood the difference between both concepts.

We then worked on browsers and strategies for conducting effective information searches. Although the girls have limited access to the internet and do not use mobile devices at school, we did the activity as a group and used slides as support. Together, we learned how to use different browsers and applied tactics such as using keywords, location, using special characters, and reverse image search. This last strategy was especially interesting for them, who were excited to practice it with a photo of an object they had at hand, demonstrating enthusiasm for discovering new methods for searching for information.

At the end of the session, we talked about tips for analyzing information and how to evaluate the credibility of what we find online. We used examples of news and content that the girls had seen on social media, applying the criteria of credibility, relevance, bias, and accuracy. Although it was a somewhat difficult concept to understand at first, they all eventually managed to understand it and were able to apply it to the examples shared, which showed that they had assimilated the strategies.





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This session was a good start to addressing the concepts of digital data and its applications, and the girls showed increasing interest as we progressed, actively participating and reflecting on how to use the internet more effectively and critically.

Session 5 (4h)

In this session, we covered Module 2 of *Digital Skills*, which covered tools for communication and collaboration, the use of public and private digital services, digital rights and responsibilities, and netiquette on social media.

We started with tools for communication and collaboration. We introduced various digital platforms that facilitate online interaction and collaboration. The girls were already familiar with tools such as Google or Telegram, but were not familiar with options such as Outlook or Viber. We also talked about the messaging apps they use the most, such as WhatsApp, which is the most common for connecting with older people, and about their peer preferences, with Instagram or TikTok being the ones they use the most to communicate with friends. This part of the session was very useful, as it allowed them to expand their knowledge of digital tools.

After the break, we moved on to using public and private digital services. We explained how to access these online services and, in addition to the services they already knew, we introduced them to other services that could be useful, such as language learning apps, websites where they could read books for free, and NGOs that offer support to children. This practical approach sparked a lot of interest as they found new resources that they can use for their own benefit.

Next, we talked about social media. At one point in the session, the girls were surprised to discover that YouTube is not accessible in China, as it has been replaced by Bilibili, a platform that is not available in other parts of the world. This information made them reflect on the variety of digital tools and how each country has different restrictions and uses. Many of the girls shared that when they entered the center and had to restrict the use of the phone, some suffered anxiety and that today, they find ways to control the use of social media outside the center. This reflection created a space for the girls to be more aware of how they use technology in their daily lives.

Finally, we addressed digital rights and responsibilities, as well as netiquette on social media. Although many of them already knew some basic concepts, some terms were new to them. The video that accompanied this topic generated a space for reflection on respect in the digital environment. Through the debate, the girls were able to delve deeper into mutual respect and responsibility on social media, which contributed to valuable learning about how they should behave and treat others in the digital world.

The session was very productive, with the girls showing increasing interest, especially in the topic of netiquette and digital rights. Even though some parts were complex,





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most were able to reflect on their online behaviour and how they can improve their use of digital tools.

Session 6 (4h)

In this session, we cover Module 3 of *Digital Skills*, which focuses on the protection of privacy and personal data, as well as the impact of new technologies on well-being. We started with a dynamic on internet privacy. At the beginning, many girls did not seem concerned about protecting their data, as they claimed that they knew how to set limits and did not see their data as a problem. However, when they watched the video on the digital footprint, they began to feel uncomfortable when they realized that, although they believed they had control, they could be sharing more than they thought.

Next, we played the “Chicken Game,” a collaborative activity that was very effective in exemplifying the importance of the decisions we make online. Although we quickly lost at first, by analyzing our mistakes and playing the game several times, the girls began to understand that decisions made online can have real consequences for their privacy and security. This game allowed the girls to internalize the concept of data protection in a practical way.

Next, we discussed strategies to protect our privacy online. Although some girls already knew basic concepts such as using strong passwords or not talking to strangers online, this part of the session introduced them to more complex strategies. Through illustrative videos, we explained how to manage app permissions, how to protect our social networks privately, and the risks of using public WiFis. These tools were very useful and allowed the girls to reflect on their digital behavior.

The topic of online crimes, especially the sexting video, was a crucial part of the session. The girls, who initially thought they could handle such situations without any problem, realized that this type of behavior can be dangerous. Although many of them already thought they knew how to set boundaries, this video helped them reflect on the importance of being more cautious and not sharing intimate content.

Finally, we talked about the impact of new technologies on well-being. The girls shared that phone use often interferes with their daily tasks outside of school and that social media content sometimes causes them insecurities and expectations that they cannot currently meet. During this part, we discussed the importance of having a digital detox plan and agreed that the school they were at already limits phone use to an hour and a half a day, which can help them maintain a balance. The *Wakey Wakey video* was enlightening in reinforcing that it is not advisable to sleep with the phone, although many admitted that they do so when they are outside of school, many weekends, and then find themselves more tired during the beginning of the week.



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This session was very productive, as the girls learned key tools to protect their online privacy and reflected on how their virtual actions affect their real life. Throughout the three *Digital Skills sessions*, we managed to meet the set objectives, providing the girls with practical resources to manage their privacy and digital wellbeing. The sessions were progressively more interesting and useful for them, resulting in a positive impact on their understanding of the digital world.

Session 7 (4h)

In today's session, we started the module on socio-political knowledge, addressing the topics of European countries, the socio-political structure of the European Union and European regulations. At the beginning, we introduced them to the countries that make up the EU and their location on the map. Even though some of the girls had little prior knowledge of European geography (and even named some Spanish provinces in response to the question posed), there was greater interest and participation in this topic. They tried to identify the countries and actively participated in the location game.

After exploring the European countries, we moved on to explaining the socio-political structure of the EU, presenting the main institutions of the European Union. The theoretical part proved more challenging for the girls and their attention began to wane. The discussion in this section was more limited and participation was low. The pace of the class was somewhat affected by the girls' difficulties in understanding the subject matter.

After a short break, we resumed the session with the activity of "recognizing the logos" of the EU institutions. The girls were more interested in this visual exercise after the break. However, in general, the connection with the theoretical topics was still difficult. Finally, we moved on to discuss European regulations. The most participatory part of the section occurred during the presentation on the free movement of citizens within the EU and the protection of minors, where the girls were much more animated, since the topics touched on issues close to their experiences and concerns.

Although there were difficulties in following the content of the class in the EU structure part of this block, attention increased at other points and the girls were actively involved, showing remarkable interest.

Session 8 (4h)



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In today's session, we worked on the rights, duties and values of European citizens, the profile of the global citizen and the opportunities for participation in European projects. When addressing rights, especially the right to human dignity and equality, we came across some xenophobic comments from the girls. This led us to pause and delve deeper into the importance of equality for all people, regardless of their origin. This was a key moment to reflect on the importance of respecting human dignity, which is also a right, and to understand that all people deserve to be treated with the same respect.

As for homework, the girls had difficulty understanding it, but they did show interest, so we made an effort to explain it clearly and in detail, one by one. This helped them to better understand the responsibility they have as citizens, especially in terms of contributing to society and the common good. Although there were some doubts, the detailed approach made it easier to understand these concepts.

The topic of the global citizen profile was particularly relevant given the context of previous xenophobic comments. We focused again on the topic of migration, where the girls were able to express their opinions and reflections. In addition, the topic of gender equality sparked great interest among them, leading to a debate on the importance of respecting women and girls equally in all societies. However, the roleplay was somewhat controversial, as some of the girls held more closed opinions, which made the dynamic difficult. Despite this, interesting moments of reflection were generated.

Finally, when talking about youth exchanges and programmes like ERASMUS+, the girls were surprised to discover that these programmes are not only for university students. When sharing experiences of other young people participating in these exchanges, they showed great interest and curiosity about the opportunities that these projects could offer them in the future.

The session was interesting and very productive, as it addressed misconceptions that the girls had and they learned many concepts that they were not familiar with.



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IMARA Child Protection Center

Session 1 (4h)

In this session, Module 1 of Life Skills was taught with the aim of continuing to develop social and emotional skills, and to get to know each other better, since it was our first time with this group of young people. The activity was carried out in the living room of the home, which allowed for a close and relaxed atmosphere, encouraging interaction and participation. Most of the young people, approximately 16 years old, demonstrated a level of maturity that facilitated a more fluid and active dynamic.

We began by exploring self-knowledge and self-management, with a focus on emotions. The young people showed an advanced understanding of emotions and shared experiences of how they had experienced them throughout their lives. Many could already identify and name emotions, but were interested in knowing the meaning of some that they did not know, which enriched the conversation and allowed us to delve deeper into the topic.

After a short 15-minute break on the sofas, we resumed the session by addressing emotional regulation and behaviour management. We used examples adapted to their age and context, with the visual support of the slides, to analyse self-control techniques that were more appropriate to their characteristics. The dynamic of strengths and weaknesses allowed the young people to reflect on their own personal traits, and by sharing the answers in the group, greater integration and collaboration was promoted.

Finally, we talked about resilience, using familiar and familiar examples, including cases discussed in previous sessions. This generated a very enriching conversation about their personal experiences and how they had overcome difficult moments in their lives. Although at first some young people were less motivated because they had worked on these topics in other trainings, at the end of the session they showed renewed interest, actively participating and sharing valuable experiences.

Session 2 (4h)

In this second session, we addressed Module 2 of Life Skills, which dealt with topics of great interest to the group, the most mature of the three. Given their level of maturity and prior knowledge, participation was active and fluid, which allowed the dynamic to be closer and more enriching. The young people demonstrated a high level of involvement, facilitating the progress of the session.

We began with a review of emotional intelligence, highlighting the importance of being aware of our emotions and how they influence our communication. We related these concepts to self-knowledge and self-control discussed previously, analyzing how these





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aspects contribute to the creation of healthier relationships, which generated a thoughtful debate among the participants.

In the next part, we discussed body language and non-verbal communication, highlighting how our actions can be more revealing than words. To illustrate this, we showed a picture and discussed it, allowing the young people to reflect on the importance of gestures and postures in interaction.

After a short break, we continued with relationship management, starting a conversation about what they consider a healthy relationship. Most agreed that trust is essential, and shared examples of personal experiences of healthy and conflictive relationships. The session concluded with an assessment on emotional intelligence, where participants identified areas for improvement such as stress management and conflict resolution, which sparked an enriching discussion on how to apply these skills in their daily lives. The atmosphere was one of great trust and respect, which fostered deep reflection and mutual support.

Session 3 (4h)

In the third session of "Life Skills" with the CPM IMARA group, who already had more developed skills and a greater knowledge of the concepts worked on, the dynamics of the session were especially fluid. Although they already knew most of the content, the dynamic and participatory approach of this session managed to capture their interest, allowing them to enjoy themselves while reinforcing and applying what they had learned.

The riddles presented as an introduction caught their attention. They were motivated and enjoyed the challenge of solving the puzzles quickly and collaboratively. In the "Survival Game", they reflected together on which objects would be essential to survive on a desert island, discussed and justified their answers in a group, which allowed them to see other points of view and even change their minds.

After the break, we moved on to creative thinking, with the 3-minute circle-filling game and brainstorming sessions. Although participants were already familiar with the concept of creativity, the time constraints and the need to generate ideas quickly motivated them to think more innovatively.

Finally, we closed the session with a focus on personal growth. We explained the different learning techniques (visual, kinesthetic, auditory, and literacy) and conducted a test to identify each child's learning style. This allowed the children to reflect on how they could apply these techniques in their daily lives. In addition, we discussed practical tips on how to work on being the best version of oneself, which resonated especially well with this more mature group.





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The atmosphere throughout the session was very friendly and participatory. The interactive activities made this the most dynamic session so far. The children, despite already knowing many of the concepts, showed a notable development in their critical thinking, creativity and self-knowledge skills.

Session 4 (4h)

In the fourth session of the project with the children at the centre, we began to address Module 1 of *Digital Skills*, which focused on understanding data and digital information, and how to analyse it. This group showed greater maturity and prior knowledge about digital tools compared to other groups, as many of the girls and boys were already familiar with the main online platforms and resources thanks to previous training. However, despite their knowledge, some of them were still not fully aware of the impact of their decisions in the digital sphere.

We started the session with an introduction to the types and sources of digital data. During this part, the children were able to understand the differences between qualitative and quantitative data. Although some of the children already knew these concepts theoretically, they had not thought much about their application in the digital world. When explaining how data is generated when we interact with various platforms, many were surprised to realize how much personal information they share without being aware of it.

In the next part of the session, we talked about strategies for efficient internet searches. Due to limited access to devices at the centre, we carried out the activity in a group using the slides and some practical examples. The children were already familiar with using search engines, but were particularly interested in learning new strategies, such as reverse image search, which they found very useful for finding information related to photos. This generated quite a bit of enthusiasm, and many of the children wanted to try the strategy with their own photos, demonstrating their interest in exploring new search tools.

In the final part of the session, we addressed the analysis of information and how to assess its credibility. Many were already familiar with the concept of fake news, but not all were familiar with the criteria of bias, credibility, relevance and accuracy. Through concrete examples of news and posts they had seen on social media, we were able to work with the minors to put these criteria into practice. Although at first it was difficult for them to apply the concepts, they eventually managed to internalize them, especially when they realized that much of the information they consume on the internet is not always reliable. This reflection was a key moment, as many were surprised by how misinformation can influence their daily decisions.



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The session turned out to be very enriching, since although the minors already had previous knowledge, it allowed them to reflect on their digital behavior in a more critical and conscious way.

Session 5 (4h)

In the fifth session, we worked on Module 2 of *Digital Skills*, focusing on tools for communication and collaboration, the use of public and private digital services, digital rights and responsibilities, and netiquette on social networks. This group had some prior knowledge on the subject since they had received training a few months ago from another digital skills entity, but it was more concise.

We started with a brief introduction to the communication platforms and tools that minors use in their daily lives. The participants were already familiar with many of the most popular platforms, such as WhatsApp and Instagram, and were quite knowledgeable about their features. However, we also found that most of them, although they had heard about them, were not as familiar with some alternatives, such as Outlook or Viber, which were new to them. In this part of the session, an exchange of experiences was generated about how they communicate with family and friends through social networks, and most agreed that they use Instagram and WhatsApp as their main means of communication.

After the break, we delved deeper into the use of public and private digital services. Many already knew how to access basic online services, but were less aware of the additional applications and resources available, such as pages to read books for free, websites where free courses are offered or platforms to learn languages. This practical approach sparked a lot of interest in the minors, as it allowed them to discover useful tools that they could apply in their daily lives.

The discussion about social media was a key point in the session. The minors shared that many of them use their accounts publicly, and although they generally thought they had control over their privacy, some of the girls admitted to sharing scantily clad photos, talking to strangers or “friends of friends,” or revealing locations or addresses without giving it much thought. During the discussion, we raised the issue of privacy and the possible consequences of not properly protecting their accounts, which allowed them to reflect on their social media practices. Most of the minors expressed their willingness to be more careful in the future, after realizing the potential risks, especially understanding that what they share online can be accessed by strangers. The videos were very helpful at this point.

In the final part, we talked about digital rights and responsibilities, and netiquette on social media. Although many already had basic notions about online responsibilities, not everyone understood the importance of maintaining respectful behavior on



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platforms. We reflected on respect and empathy on the internet, which generated a lively debate about the impact of our words and actions on social media.

This session proved to be very productive, as it allowed the children to delve deeper into the more technical and practical aspects of using the Internet, while reflecting on their attitudes in the digital environment.

Session 6 (4h)

In the sixth session, we addressed Module 3 of *Digital Skills*, which focused on the protection of privacy and personal data, and the impact of new technologies on the well-being of minors.

We began with an analysis of the importance of online privacy. Although many of the girls and boys thought they had control over their information, after watching the video about digital footprints, they began to understand that sharing data without being aware of the scope can be dangerous. Some of the minors in particular were surprised to understand what cookies and the reCAPTCHA system are used for, since they had never before considered that their data could cost money or could be used beyond the web page they had open at the time. This moment was key to raising awareness about how their online decisions can be exploited by third parties.

Afterwards, we played the “Chicken Game” as a group, which turned out to be an effective way to exemplify how our choices on the Internet can have consequences. The game was faster-paced than in previous sessions, and the children were very engaged in analyzing their mistakes and improving their decisions in each round. This dynamic helped reinforce the idea that online actions are not harmless and have repercussions on our privacy and security.

Next, we discussed strategies to protect our privacy online. Although many of the children already knew the basics, such as not talking to strangers online, this part of the session introduced them to other key concepts. Illustrative videos about online crimes, such as grooming, sexting, phishing and smishing, were an important point of reflection, especially because although the children had theoretical notions about these dangers, they were not fully aware of the impact they could have on their lives. By discussing these cases, the children began to understand the importance of being more cautious in their online interactions.

Finally, we discussed the impact of new technologies on well-being. Many of the children shared that phone use interferes with their daily tasks outside the center, and that much of the content they consume on social media creates insecurities about their physical appearance and the validity of their goals. This was an important moment of reflection, as the children began to visualize how excessive use of technology can affect their emotional well-being. The *Wakey Wakey video* also helped





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raise awareness about the importance of disconnecting and not sleeping with the phone on, although some admitted that they do so when they are outside the center, others commented that despite sleeping with their cell phone in their room, they used the “do not disturb” mode.

The session was very productive, and the children learned valuable concepts about protecting their privacy, reflected on the impact of their digital actions, and were interested in applying the strategies learned in their daily lives. This group, which already had greater theoretical knowledge, was able to delve deeper into these topics and generate a significant impact on their digital awareness.

In summary, the three *Digital Skills sessions* met the stated objectives, providing children with practical tools and resources to manage their privacy and digital wellbeing. The growing interest shown by this group allowed the sessions to be highly productive and useful in their understanding of the digital environment.

Session 7 (4h)

In today's session, we started the module on socio-political knowledge, working only on the first part, which includes topics on European countries, the socio-political structure of the European Union and European regulations. We started by presenting the countries that make up the EU and their location on the map. Since the group has a greater knowledge of geography, they quickly managed to identify most of the 27 countries, although some made mistakes. Despite this, they actively participated in the location game, showing interest in the topic and demonstrating that they had a general understanding of European countries.

We then went on to explain the main EU institutions. Although the information was theoretical, it was not that tedious for them, and most of them were able to follow the content without any difficulties.

After a short break, we resumed the session with the activity of "recognising the logos" of the EU institutions. This visual exercise sparked a bit more interest, especially after the break, as it allowed them to review the concepts they had learned in a more dynamic way. The activity allowed them to reinforce what they had learned in a practical way.

Finally, we addressed the European regulations, and this part generated the most participation. The 4 most important regulations within the EU and the protection of minors aroused the greatest interest. During this section, they were more actively involved, asking questions and discussing the impact of these regulations on their daily lives. In addition, this group did participate in the proposed roleplays, although in a more reserved way, without showing great enthusiasm.



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Although the session presented some challenges in motivation when dealing with some of the content, the group showed sustained interest and engagement in the topics discussed.

Session 8 (4h)

In today's session, we worked on the rights, duties and values of European citizens, the profile of the global citizen and the opportunities for participation in European projects. When working on the first point, the children in this group demonstrated a strong commitment to rights and duties, sharing concrete examples of how they apply them in their daily lives. In addition, they discussed situations of injustice that they have witnessed, where these rights are not fulfilled, which generated a reflective debate on the importance of defending the rights of everyone in society.

When addressing the profile of the global citizen, the children showed a solid understanding of topics such as migration, climate change and gender equality, topics that they usually discuss in workshops at the institute and within the center, and with which they mostly agree. However, they expressed some doubts on more specific aspects, which allowed us to delve into details and clarify complex concepts, fostering a more mature and enriching conversation about these global issues.

The role-play was an interesting activity, as the children participated actively, sharing their opinions and discussing the topics discussed in depth. Although some of them had doubts or nuances, especially on issues related to migration and gender equality, the debate and the proposed activity facilitated a critical reflection on the topics discussed, stimulating their ability to analyze situations from different perspectives.

Finally, when talking about European projects, one of the minors shared his personal experience of having participated in a youth exchange within an ERASMUS+ project organised by his school. This testimony motivated the group, who showed interest in learning more about these opportunities. We talked about the local entities that help manage and publicise these exchanges and other initiatives related to the European Union, which opened up new perspectives on how to actively get involved in European projects and take advantage of the opportunities for learning and personal growth.

Interest and participation were maintained throughout the session. These minors have more previous work due to the time they have spent in this same center. In addition, they are older minors and therefore more mature, which is especially evident in this type of sessions with denser and more theoretical materials.



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PROGRESS REPORT ON RELATIONAL ASPECTS BY COUNTRY

Report on relational aspects with minors - Centro Studi and Metacometa, Italy

Introduction

The Eurhope project aims to strengthen the relational networks of minors between 13 and 16 years old hosted in residential facilities, through a path that integrates knowledge of the values of European citizenship with the presence of positive adults in the role of mentors. As part of WP2, the Affidò Study Center has started a careful networking activity aimed at identifying residential communities that welcome minors in the target audience and that were available to collaborate on the project.

The goal was to select, together with educators and reference staff, the children who could benefit the most from the planned interventions, evaluating both their educational needs and their potential for personal and relational growth. To ensure an effective intervention, two regions were chosen - Campania and Molise - where protection services for minors outside the family present critical issues related to the fragmentation of resources and the lack of integrative paths.

In Campania, the involvement involved three reception communities: Tenuta Carandini, Chiara Luce and Amaranta (Campania) and with which the project approach was shared and participants were identified based on their Individualized Educational Project (PEI). In Molise, however, attention was focused on the communities (Sotto lo medesimo Cielo, Casa Giselda, Alderaan) that welcome unaccompanied foreign minors (MSNA), a particularly vulnerable group for which integration opportunities are often limited to reception alone.

Recruitment exceeded initial expectations, going from the expected 15 minors to 19, a choice dictated by the desire to reduce the risk of abandonment and ensure continuity of activities.

Since November, the Affidò Study Center has successfully launched training workshops in the two regions, structuring them in a targeted manner based on the needs, aptitudes and difficulties of each participant. In Molise, the activities took place at the "Terzo Spazio", a location easily reachable by public transport, while in Campania the Chiara Luce Community of Pompei made its premises available for the entire duration of the project.

The meetings, organized on a weekly basis, were scheduled according to the commitments of the children, in order to encourage optimal participation. The laboratory approach, flexible and personalized, allowed to work both on individual skills and on the strengthening of relationships, actively involving minors in paths of discovery of European values and personal growth through the support of adult reference figures.

Session 1 – Life Skills – Campania (4 hours)





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The first workshop on Life Skills was structured to foster mutual understanding between the young people – coming from different residential facilities – and the operators, creating a welcoming and inclusive environment. The meeting began with an icebreaker activity in which operators and young people introduced themselves informally, sharing three personal statements. This approach helped reduce initial tensions and stimulate an initial dialogue between the participants, who showed curiosity and willingness to interact. After the presentations, the importance of Life Skills was illustrated, with particular attention to self-awareness as a basis for managing emotions and relationships. It was explained how this skill affects daily choices, psychological well-being and social dynamics. One of the main critical issues that emerged was the heterogeneity of the group in terms of cognitive and experiential level. Some young people demonstrated a good capacity for reflection and interest in in-depth analysis, while others struggled to follow some more abstract passages. For this reason, it was necessary to balance simplicity and involvement, alternating short theoretical explanations with practical and interactive activities. To work on emotional recognition, the Wheel of Emotions was introduced, a useful tool for identifying and naming moods. The proposed self-reflection exercise was adapted to be accessible to all. The topic of intense emotions (sadness, fear, anger) was then addressed, with a focus on the physical and behavioral effects. To maintain attention, the discussion was enriched with direct questions and short examples, while avoiding too in-depth analyses that would have risked boring those who needed a more immediate approach. The group reacted positively, showing interest especially in practical activities. The main challenge was to calibrate the contents to avoid frustration or boredom, an aspect that will be further optimized in the next meetings with greater customization of the tools.

Session 1 – Life Skills – Molise (4 hours)

The first Life Skills workshop involved unaccompanied foreign minors from different communities, presenting significant challenges from the beginning. The main difficulty emerged in communication, with many of the children speaking little or no Italian, making the intervention of a linguistic mediator necessary. Cultural differences and the lack of familiarity with the operators also created initial relational barriers, with a climate of mistrust that only gradually dissolved.

To overcome these obstacles, the workshop focused on the universal language of emotions. Informal presentations started a first dialogue, while the use of the Wheel of Emotions - with its visual and concrete approach - allowed to work on the recognition of moods overcoming linguistic limitations. The focus was on physical sensations and facial expressions, elements understandable to everyone regardless of language or cultural background.

During the session, participation increased progressively, especially in practical activities that required less verbal elaboration. Some more abstract concepts were found





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difficult to convey, but the experiential approach has nevertheless allowed us to establish a common basis for work. The interaction between the children, initially shy, has improved significantly when we moved on to mime and play.

This first experience confirms the importance of non-verbal methodologies and concrete activities with this target. The next meetings will have to strengthen the relational dimension, maintaining a simple but effective approach that continues to use emotions as a communication bridge.

Session 2 – Life Skills - Campania (4 hours)

The second workshop session saw a particularly involved participation from the boys and girls, who demonstrated a growing harmony with the proposed activities. The workshop focused on the themes of effective communication and relationship management, starting from the assumption that these skills are essential for effective social participation. The meeting began with a welcoming moment that reconnected with the previous session, introducing the new themes in a simple and direct way. The viewing of the video from "Inside Out" was a particularly significant moment, offering a powerful example of empathic communication through immediate images. The boys showed that they perfectly understood the message conveyed by the animation. The discussion that followed allowed us to delve deeper into how active listening and understanding other people's emotions can create authentic connections. The practical activities, in particular the game of writing and exchanging emotional situations, saw an active and surprisingly open participation.

Many participants, who had been more reticent in the first sessions, this time shared personal experiences and demonstrated a notable ability to put themselves in other people's shoes. The use of visual aids and the possibility of expressing oneself also through non-verbal means have favored the inclusion of all members of the group. The simulation of the "Empathy Call Center" has allowed to concretely experience the difference between empathic and superficial communication. The children, divided into small groups, have demonstrated a surprising sensitivity in recognizing and representing the different nuances of communication. This exercise has particularly struck the participants, who have been able to directly observe the impact of words and listening on interpersonal relationships.

The focus on nonverbal communication, through the analysis of facial expressions and body language, offered a further channel of understanding beyond language barriers. Participants showed great interest in observing and interpreting nonverbal signals, demonstrating a strong ability to read relational situations. The final activity, based on active listening and the recognition of positive qualities, created a particularly relaxed and constructive climate. The reciprocal delivery of post-its with messages of appreciation represented a touching moment, in which many children expressed gratitude for having been seen and recognized for their qualities.





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The session ended with a shared reflection on the importance of healthy relationships and the ability to manage conflicts constructively. The enthusiasm and commitment shown by the participants confirm the effectiveness of an approach based on concrete experience and the use of universal languages such as the emotional one.

Session 2 – Life Skills - Molise (4 hours)

The second workshop session was a particularly intense and significant moment for the young people involved, who showed deep and moving participation. The meeting focused on effective communication and relationship management, but with an approach strongly rooted in the traumatic experiences lived by the participants during the migratory journey, in particular the crossing of the sea.

From the beginning, it was clear that this session would touch on very personal topics. The welcome was gentle, with an introduction that emphasized the importance of recognizing and managing emotions to build solid relationships, even in difficult contexts. Given the sensitive nature of the shared experiences, the activities were structured to allow the kids to explore their emotions in a safe space, where they felt listened to and understood without judgment.

The heart of the workshop was the work on empathy, developed starting from their stories. The vision of the video of *Inside Out* offered a starting point to talk about how emotions, even the most painful ones, can be recognized and shared. But it was above all the dialogue about their experiences that made the session deeply meaningful. Many young people shared fragments of their journey, describing the fear, loneliness, and sometimes the hope that kept them clinging to life. Through role-playing exercises and simulations, they experienced what it means to listen and be listened to in moments of extreme vulnerability. For example, during the activity of *"Empathy Call Center"*, some have acted out situations inspired by real moments in their journey: imaginary calls in which they asked for help, comfort, or simply someone to listen to them without minimizing their pain.

A particularly touching moment was when the kids began to name what they had felt during the journey. Some shared that they had felt anger for the injustices they had suffered, sadness for the losses, but also courage to continue fighting. This exercise allowed them not only to better process their own emotions, but also to recognize them in others, creating a sense of solidarity in the group.

The final activity, where messages of recognition and support were exchanged, was perhaps the most powerful. Writing and receiving words like *"You are strong"*, *"You are not alone"*, or *"I was scared too, but now we are here together"*, has reinforced the idea that emotions, even the most difficult ones, can be transformed into a resource for oneself and for others.





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Session 3 - Life Skills - Campania (4 hours)

The meeting began with an introduction to the four main brain processes - comprehension, memory, critical thinking and creative thinking - explaining how they interact to process information and produce solutions. This theoretical basis was essential to make participants understand that, although everyone has different strengths in these processes, all can be developed with practice.

In the section dedicated to critical thinking, the kids took part in stimulating quizzes that tested their logical analysis skills. Through concrete examples such as the survival game, it clearly emerged how different people can arrive at different solutions starting from the same information, demonstrating the subjectivity of critical thinking. This exercise allowed them to reflect on the importance of objectively evaluating information before making decisions in everyday life.

Creative thinking was explored through hands-on activities that stimulated the imagination. Participants completed circles by transforming them into original objects and proposed innovative modifications to common objects, demonstrating how creativity can offer alternative solutions to problems. The activity of finding unusual uses for a shoe particularly engaged the group, bringing out surprising ideas and demonstrating that creativity, like a parachute, only works if we exercise it.

The final part of the session focused on personal growth, examining different learning styles. Through a participatory dialogue, the students reflected on how knowing their predominant learning style (visual, auditory, reading/writing, or kinesthetic) can make studying and acquiring new skills more effective. The discussion then moved on to how to become the best version of themselves, emphasizing the importance of exploring their passions, being curious, investing in education, and building healthy relationships.

The atmosphere during the session was lively and participatory, with the children showing increasing interest as the activities became more practical. The combination of individual and group exercises allowed everyone to express themselves according to their abilities, creating an inclusive environment where all ideas were valued. The knowledge that these skills can be developed with exercise left the participants with a sense of empowerment and new perspectives on their growth potential.

Session 3 - Life Skills - Molise (4 hours)





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The session presented significant difficulties mainly related to language barriers. The poor command of Italian by many participants made it difficult to transmit abstract concepts such as critical and creative thinking. To overcome these critical issues, we adopted a teaching approach strongly based on non-verbal communication, favoring the use of images, gestures and concrete examples related to everyday life.

The activities were radically simplified and adapted to the linguistic skills of the group. Traditional critical thinking quizzes were replaced by real problem situations, represented through sequences of images that the children had to interpret and solve. To stimulate creative thinking, we opted for practical exercises in drawing and body representation, asking for example to show with gestures or sketches the alternative uses of common objects.

The part dedicated to personal growth focused on identifying learning styles through practical demonstrations and simple questions with answers in pictures. Despite the efforts of simplification, some participants showed frustration and difficulty in following the activities, requiring frequent pauses and repetitions with basic language. The occasional presence of a cultural mediator allowed us to translate some key concepts into the children's native languages.

Despite the obvious difficulties, the meeting recorded a fair amount of participation, especially in the practical activities that allowed forms of expression alternative to verbal language. The experience confirmed the importance of a multimodal teaching approach with this target, based on visual and body communication channels. For the next sessions it will be necessary to strengthen non-verbal tools and provide more structured linguistic support, while maintaining the simplicity and concreteness that have proven to be more effective.

Session 4 – Digital Skills Module – Campania (4 hours)

The meeting on digital skills with boys and girls in Campania represented an important opportunity to systematize the participants' previous knowledge in the use of technology. Although starting from the assumption that most of them were already familiar with smartphones and PCs, the goal was to provide tools for a more conscious and critical use of digital environments.

The session was divided into two macro-areas: the understanding of data and digital information, and the critical analysis of sources. Starting from the fundamental distinction between raw data (numbers, words without context) and information (processed data that acquire meaning), concrete examples were proposed to clarify this difference. Through a practical case on the students' favorite browsers, participants were able to see how simple data can be transformed into useful information through processing.





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Special attention was paid to digital data sources, illustrating how each of our online actions generates data that can be collected and analyzed. In the area of information research, the main search engines were presented, including specialized ones such as Google Scholar and Archive, with practical advice on the effective use of keywords.

The second part of the module addressed the crucial issue of critical analysis of information, teaching the students to distinguish between organic results and sponsored ads, and to evaluate the reliability of sources. This aspect proved to be particularly important for developing more conscious navigation.

The practical activities actively involved the participants:

1. One group attempted to organize a low-cost trip by researching flights, accommodations and tourist information online, learning to compare different sources and evaluate the reliability of the sites.
2. Another group worked on creating a futuristic report, researching emerging technologies and projecting their developments to 2050, practicing advanced research and information synthesis.

The laboratory approach allowed us to transform theoretical concepts into practical skills, with the students showing particular interest in applied research activities. The main challenge was to maintain the balance between enthusiasm for the more creative aspects and the attention needed to develop a critical spirit in evaluating sources.

The meeting ended with the awareness that, in an increasingly digital world, knowing how to search for, analyze and interpret information is a fundamental skill to be active and aware citizens. Participants showed that they particularly appreciated the practical aspects of the module, which allowed them to immediately apply what they had learned to real situations.

Session 4 – Digital Skills Module – Molise (4 hours)

The module attracted particular interest among the participants, demonstrating how these skills represent for them not only a learning tool but also an important way of integration and connection with the world.

Despite initial language difficulties, the students showed great familiarity with basic digital tools, transforming the session into an opportunity to systematize knowledge often acquired in a self-taught way. The practical and visual approach allowed to overcome language barriers, with direct demonstrations on the shared screen and the intensive use of explanatory images.





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To make the concepts of data and information concrete, we organized a very popular hands-on activity: creating a visual survey on favorite social media. The students first collected raw data (names of platforms), then transformed them into information (percentages and pie charts) using simple online tools. This exercise allowed them to visually understand the difference between data and information.

In the section dedicated to online research, we have adapted the contents to the specific needs of unaccompanied minors:

- Search for free online Italian courses
- Finding language learning apps
- Exploring interactive maps of their host city

The session on how to verify the reliability of sources proved to be particularly useful, with practical examples on:

- How to recognize official information on residence permits
- Identifying Trustworthy Institutional Sites
- Differentiate between ads and organic results when searching for job opportunities

The final practical activity saw the children divided into groups to plan a hypothetical trip to their host region:

1. A group researched transportation and timetables
2. Another searched for places of cultural interest
3. A third group identified useful services (hospitals, public offices)

Participants showed particular enthusiasm in using Google Maps to virtually explore the territory, a tool that many of them recognized as having already been used during their migratory journey. This created a bridge between past experience and new skills learned.

The meeting ended with the shared awareness that digital skills represent an important resource for these kids to:

- Maintaining ties with families of origin
- Access services and information on the territory
- Building Paths to Future Autonomy

The session demonstrated how, despite linguistic difficulties, the practical and visual approach to digital skills can be particularly effective with this target,





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transforming the smartphone from a simple entertainment tool to a powerful means of integration and personal growth.

Module 5 – Digital Skills – Campania (4 hours)

The workshop focused on two fundamental aspects: digital communication tools and the principles of digital citizenship. The meeting represented an opportunity to systematize the participants' previous knowledge and develop greater awareness in the use of technologies.

The session started with an introduction to digital communication, highlighting how it has revolutionized our interactions by overcoming geographical and temporal barriers. We explored different tools:

- Messaging apps (WhatsApp, Telegram) with their specific features
- Social Media Platforms (Facebook, Instagram) and Their Cultural/Geographical Differences
- Video Conferencing Tools
- Email as a fundamental professional tool

Particular attention was paid to the structure and composition of a correct email, with practical demonstrations on the "To", "Cc" and "Bcc" fields. The kids enjoyed the exercise of writing an imaginary email to tell their experience in the Eurhope project, immediately applying the rules they learned.

The second part addressed the topic of digital citizenship, a concept that aroused great interest. Through concrete examples and guided discussions, we explored:

- Fundamental digital rights (access to information, freedom of expression, data protection)
- Related responsibilities (critical evaluation of information, online respect, privacy)
- The Golden Principle of "Treating Others as We Would Like to Be Treated"

A particularly significant moment was the viewing and discussion of illustrative videos on the consequences of inappropriate online behavior, which stimulated a spontaneous debate among the participants.

The laboratory approach allowed us to alternate theoretical moments with practical activities:

1. Simulation of different digital communication modes
2. Bulk correction of "wrong" emails to learn from mistakes





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3. Analysis of practical cases on digital rights and duties

The students showed particular interest in aspects related to privacy and online security, topics that directly touch their daily experience. The email writing activity proved to be particularly useful, allowing them to acquire skills that can be immediately used in school and professional settings.

The meeting achieved the goal of developing greater awareness in the use of digital tools, not only as users but as true citizens of the digital world. Active participation and pertinent questions demonstrated the importance of these issues for the new generations.

The practical approach, with numerous examples drawn from the daily experience of the participants, proved to be particularly effective in translating abstract concepts into concrete skills. The students left the laboratory with a more mature and responsible vision of their relationship with technology, aware of both the opportunities and risks of the digital world.

Module 5 – Digital Skills – Molise (4 hours)

The workshop with unaccompanied foreign minors in Molise developed as a practical digital literacy course, calibrated to the real communication and integration needs of the participants. From the beginning, the need to adopt an extremely concrete approach emerged, which bypassed the inevitable language barriers through the immediacy of doing. The first part of the session focused on the essential tools for daily communication, with practical demonstrations that transformed smartphones from simple entertainment devices to real tools for relationships and autonomy. The children followed with particular attention the explanations on the use of messaging apps, recognizing them as their main channel for maintaining ties with distant families. The guided creation of email accounts was a crucial moment, with each participant engaged in composing their first formal message under the supervision of the operators, in an atmosphere of concentrated collaboration.

In discussing digital citizenship, we opted for visual examples and concrete situations rather than theoretical abstractions. The illustrated cards with risk and opportunity scenarios stimulated a lively debate, despite the difficulties of expression. It was touching to observe how the children, through body language and short exclamations in their mother tongues, managed to convey perfect understanding of the concepts of privacy and online security. Practical exercises were the heart of the session. Particularly significant was the activity of digital mapping of local services, during which the participants, divided into small groups, searched together for useful addresses and contacts in the new host community. The use of Google Translate proved to be a revelation for many, who enthusiastically discovered how to decipher official documents or communicate basic needs through the phone camera.





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The creation of a shared contact list generated a moment of particular cohesion in the group. The kids exchanged numbers and advice on how to organize contacts, transforming a simple technical exercise into an opportunity for mutual help. This episode demonstrated better than any theory how digital skills can become tools for socialization and mutual support.

Throughout the session, the alternation between frontal demonstrations, pair work and moments of individual experimentation allowed to maintain attention despite the complexity of the topics. The participants showed an extraordinary ability to learn by imitation, accurately reproducing the technical gestures shown by the operators even when they did not fully understand the verbal explanations.

In closing, the general satisfaction for the new skills acquired was palpable. Many kids asked when the next meeting would be held, demonstrating that they understood the importance of these tools for their integration path. This experience confirmed to us that, with the right teaching methods, digital technologies can represent for the unaccompanied minors not only a bridge with the past and with distant families, but above all a key to open up to the future in the new life context.

Module 6 – Digital Skills Campania (4 hours)

The workshop turned into an engaging journey through the crucial issues of digital privacy and the conscious use of technology. From the first minutes, the atmosphere was charged with interest when we addressed the topic of personal data protection, discovering together how precious and vulnerable our information is in the digital world. The discussion on the importance of privacy sparked a spontaneous debate when we analyzed the four pillars of data protection: safeguarding the private sphere, preventing identity theft, online security and protecting future reputation. The faces of the participants became more serious as we examined concrete examples of how a simple selfie can unknowingly reveal sensitive data through metadata or how a seemingly harmless game can access our phone book.

The most enlightening experience was watching the video on digital footprints, which sparked a new awareness in the kids. "So everything I do online lasts forever?" asked a surprised participant, starting a choral reflection on the importance of thinking before posting. We explored together how our likes, comments and shares build a digital identity that will represent us in the years to come, perhaps during a future job interview. In the part dedicated to protection strategies, the classroom was transformed into a practical laboratory. Armed with their smartphones, the kids followed the guide step by step to change their privacy settings, discovering with surprise how many apps had access to unnecessary data. "I didn't know that game could





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see my location even when I wasn't using it!" commented one girl as she turned off unnecessary permissions.

Particular attention was paid to recognizing online scams. Through visual examples of suspicious emails and SMS, participants learned to spot the warning signs of phishing and smishing. The simulation of an online luring attempt, supported by the explanatory video, elicited strong but constructive reactions, leading the group to jointly develop defense and mutual aid strategies.

The topic of sexting was addressed delicately but without reticence, through real stories that showed the devastating consequences of digital carelessness. The kids showed maturity in recognizing how certain behaviors can turn into dangerous traps, developing together golden rules for personal safety. The final practical activity, "Let's Build a Digital Skills Map", saw the participants divided into creative groups. With markers, posters and newspaper clippings, they represented their personal decalogue of online safety, translating complex concepts into immediate visual messages. One group created a digital tree whose roots represented the personal data to be protected, while another created a smartphone-shaped map with the various "districts" of privacy.

The session ended with a shared reflection on the impact of technology on psychological well-being. The kids recognized the importance of finding a balance between online and offline life, even proposing the idea of a collective "digital fast" to be experienced in the community. This workshop left participants not only with technical knowledge, but above all with a new awareness: that in the digital world we are the first guardians of our safety and dignity. The biggest - and most beautiful - challenge was seeing the kids transform from simple users of technology to responsible and critical digital citizens.

Module 6 – Digital Skills – Molise (4 hours)

The workshop required a tailored approach to the specific needs of the group. The discussion on personal data protection came to life through concrete examples related to their migration experience. We showed how simple information such as GPS location or document details can be misused, with a focus on the risks of fraud or exploitation. The children followed closely when we explained how SIM card or Wi-Fi data can reveal their location, which was of particular interest given their often uncertain legal situation.

The section on privacy protection strategies has been adapted to their real possibilities of intervention. Instead of focusing on complex settings, we have shown how:

- Create strong passwords using word combinations in their native language





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- Recognize phishing attempts through examples of messages you may receive from alleged "advocates" or "facilitators"
- Manage basic privacy on WhatsApp, the most used app for contacting families

A particularly well-attended moment was when we addressed the topic of online grooming. Through role-playing in simplified language, the kids were able to recognize the tactics that potential exploiters might use, especially in relation to false job offers or help with documents. The discussion became particularly lively when some shared experiences of suspicious approaches they had received on social media.

Given the sensitivity of the topic, we approached sexting with extreme caution, focusing on the concept of "personal boundaries" rather than moral aspects. Using drawings and icons, we explained how certain shared images can be manipulated or used for blackmail, a real risk for those seeking affection and connection in a foreign land.

The final practical activity was simplified into a "Traffic Light Game":

- Red: What to Never Share (Documents, Exact Location)
- Yellow: What to share with caution (personal photos, contacts)
- Green: what can be shared (cultural interests, legitimate requests for help)

Participants worked in small groups to create posters with universal symbols to represent these categories. Despite the difficulties of expression, collaboration was excellent, with the more digitally savvy helping the novices understand the concepts.

The session concluded with a practical demonstration on how to:

1. Hide Real-Time Location on WhatsApp
2. Block unwanted contacts
3. Report inappropriate content

Their active participation and relevant questions confirmed the importance of these topics for their awareness.

Module 7 – Socio-Political Skills - Campania (4 hours)

The main objective of the workshop was to understand how the European Union (EU) works, its member countries, its political structure and the main European regulations. During the meeting, the children actively participated in discussions, memory exercises, educational games and visual recognition activities of maps and logos of the European institutions.





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The session began with an overview of the 27 EU member states. After an interactive explanation of the reasons for the cooperation between these states, the children looked at a map of Europe to identify and memorize the member countries. To make the activity more engaging, a team game was organized in which participants had to quickly identify the countries on the map and match them with their capitals. This activity was useful for developing an overview and understanding the importance of the Union for cooperation and economic growth. Next, we focused on the main EU institutions. Through reading and analyzing slides, the children learned about the role of the European Parliament, the European Council, the Council of the European Union, the European Commission and the Court of Justice of the EU. To facilitate understanding, we proposed a "political simulation" activity: the children were divided into groups, each representing a different EU institution. Each group had to discuss and approve a simulated law, just like it happens in the European decision-making process. This approach made the different roles and interactions between the institutions clearer. Finally, we delved into some key EU laws, including free movement of citizens, privacy protection, anti-corruption rules and child protection measures.

To make the understanding of these regulations more concrete, we organized an interactive quiz with multiple choice questions. In addition, realistic scenarios were used in which the children had to find solutions respecting European regulations. For example, we simulated the case of a European citizen who moves to another country and needs to understand his rights in terms of work and residence. The children showed a high level of participation, especially during the interactive activities and educational games. The political simulation stimulated their critical thinking and debate, while the quiz and the geographical game made learning more dynamic. The questions asked during the workshop showed a genuine interest in the topic and a good capacity for critical reflection. Some children found it difficult to understand how the European institutions work, in particular the difference between the European Council and the Council of the European Union. To overcome this difficulty, concrete examples and simplified language were used, in addition to the political simulation that made everything clearer. In addition, the amount of information on European regulations was challenging for some, requiring moments of summary and discussion to consolidate understanding.

Module 7 – Socio-political skills – Molise (4 hours)

The workshop was designed with the aim of understanding how the European Union (EU) works, its member countries, its political structure and the main European regulations. The approach was made as interactive as possible, with games, simulations and practical activities that could actively involve the kids, also promoting their cultural integration.





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1. **European Countries** The workshop started with a simple and clear introduction to the EU, explained through an analogy with a large team in which countries work together to help each other. To facilitate learning, we used a large map of Europe, on which the children placed flags representing the different member countries. We then organized a team game: each group had to identify a country on the map and tell an interesting fact about it, thus promoting memorization and mutual knowledge of the different nations.
2. **European Political Structure** To explain how European institutions work, we used a narrative and interactive method: the children were divided into groups and each group represented a different institution (European Parliament, European Commission, Council of the EU, etc.). Each group received a practical case, such as "Approving a new law to protect the environment", and had to discuss and make decisions following the role of their institution. This activity allowed them to understand how decisions work at a European level, making the topic less abstract and closer to reality.
3. **European Regulations** We addressed some of the most important EU regulations through role-playing games. A particularly engaging activity was the simulation of free movement: some kids impersonated citizens of different EU countries, others border officials, and together they explored the facilities offered by the EU for movement between states.

The kids showed great interest, especially in practical activities and role-playing games. Some shared personal experiences, comparing the differences between European standards and those of their countries of origin. The possibility of actively participating made the workshop more inclusive and stimulating.

Some concepts, such as the difference between European institutions, were initially complex. To overcome this difficulty, we used a simpler and more immediate language, making extensive use of images and visual schemes. Furthermore, for some children with a basic knowledge of the Italian language, we provided explanations with the help of cultural mediators or through easily understandable concrete examples.

Module 8 – Socio-political skills – Campania (4 hours)

The workshop was designed with the aim of deepening the knowledge of the European Union (EU), its member countries, its political structure and the rights and duties of European citizens. Through practical and interactive activities, the children had the opportunity to understand the role of the EU in everyday life and to reflect on the concept of European and global citizenship.

The workshop started with a guided brainstorming on the rights and duties of European citizens, taking inspiration from the Charter of Fundamental Rights of the EU. Using concrete examples,





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we discussed issues such as freedom of movement, the right to non-discrimination and the right to vote. Afterwards, the children participated in a card game in which they had to associate rights and duties with real-life situations, thus promoting greater awareness of their practical meaning.

1. **European Political Structure:** To explain how the European institutions work, we used a simulation in which the students impersonated members of the European Parliament, the Commission and the Council of the EU. Each group had the task of discussing and approving a law on a current issue, such as environmental sustainability or social inclusion. This activity clarified the European decision-making process and the role of each institution.
2. **Global Citizen and Cultural Diversity:** We introduced the concept of global citizenship and the value of cultural diversity through an interactive activity: each participant shared knowledge about a different European country, focusing on traditions, languages and festivities. To consolidate the concept of global interconnection, we then discussed current issues such as migration and climate change, analyzing how decisions taken at European level can have an impact on a global scale.
3. **European Projects and Opportunities for Young People:** to introduce young people to the concrete opportunities offered by the EU, we presented the main European programs aimed at young people, such as Erasmus+, the European Solidarity Corps and work mobility projects. The young people were invited to imagine participating in one of these projects, outlining a study or volunteering experience in another EU country. This part of the workshop aroused great interest and curiosity, stimulating questions and reflections on future possibilities.

The children participated enthusiastically, showing particular interest in practical activities and discussions on current issues. The simulation of European institutions and the exploration of study and work opportunities in the EU generated strong involvement, leading many of them to reflect on how European citizenship directly affects their lives.

Some concepts, such as the functioning of European institutions and specific regulations, were initially complex. To overcome this difficulty, we used simple and immediate language, integrating visual explanations and practical activities to facilitate understanding.

The workshop allowed the students to gain a greater awareness of their rights and duties as European citizens, as well as of the opportunities offered by the EU. The interactive approach made the experience engaging and effective, stimulating curiosity and interest in the role of Europe in their daily and future lives.



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Module 8 – Socio-political skills – Molise (4 hours)

The workshop was designed to provide basic knowledge about the European Union (EU), its member countries, its political structure and the rights and duties of European citizens. Through practical and interactive activities, participants were able to understand the role of the EU in everyday life and reflect on the concept of European and global citizenship, with a special focus on inclusion and opportunities for newcomers. The workshop started with a guided discussion on the rights and duties of European citizens, taking inspiration from the Charter of Fundamental Rights of the EU. To make the topic more accessible, we used practical examples such as freedom of movement for work or study and the right to protection and assistance. The children participated in an interactive activity in which they had to recognize which rights and duties were already part of their daily experience and which were new to them. To explain how the European institutions work, we simplified the decision-making process through a role play: participants represented different member countries and discussed a law on the reception and integration of migrants. This exercise allowed them to understand the role of the European Parliament, the Commission and the Council of the EU, also stimulating a reflection on migration policies. The concept of global citizenship was introduced through an activity in which each participant told something about their culture and discovered similarities and differences with other European traditions. We talked about linguistic diversity, religions, holidays and customs, underlining how the EU promotes inclusion and respect for differences. Furthermore, we discussed the importance of access to rights for all and the role of solidarity in the European Union. To make the topic closer to their reality, we illustrated the opportunities offered by the EU to young foreigners, such as vocational training programs, the European Solidarity Corps and integration initiatives. The young people imagined participating in a volunteering or training project in another European country, reflecting on how these experiences can help them in their personal and professional growth.

The participants showed great interest in the concrete aspects of European citizenship, in particular in the rights that directly concern them, such as access to education, health and work. The possibility of sharing their experiences and cultures created a climate of positive and participatory exchange.





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The Activity 1 in WP2 – L.O. INDEPCIE Spain

Creation of a multilingual webpage

<https://eurhopeproject.eu/>

to provide updates on the project, share outputs and promote self-learning of young people and adults about the EU (key competences, values and objectives, news, events), also facilitating the meeting between the two target-groups in dedicated relational coaching programs.





EURHOPE WEBSITE Objectives

Creation of a reference platform to promote initiatives (educational and non-educational) promoted by the EU and addressed in particular to young people with fewer opportunities,

Information about the EU and initiatives supporting out-of-family minors at European and local level, in order to facilitate the meeting between youngsters and adults in relational shadowing programs.



EURHOPE WEBSITE Structure & Results

Multilingual platform architecture - sections and operation;

- general information section on the project, target groups and the outputs produced
- project partners presentations and read more sections
- section dedicated to reporting, via calendar and newsletter subscription, events and initiatives, EU and local, dedicated to young people and adults on the theme of civic participation and solidarity
- training section where all the contents of the planned seminars will be uploaded and available for free download <https://eurhopeproject.eu/training-toolkit/>
- contact section for the involvement of adults in relational coaching programs
- social media links and change of language section.





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EU as a solidarity's house for minors out of home
Erasmus+ project n.
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