

# THE DAY AFTER PROJECT

## TRAINING CURRICULUM AND INTERNSHIP ITINERARY FOR YOUTH LEAVING PROTECTED ENVIRONMENTS



Co-funded by the  
Erasmus+ Programme  
of the European Union



DAF PROJECT  
**THE DAY  
AFTER**  
YOUTH UNDER PROTECTION  
REACH ADULTHOOD  
[www.dayafterproject.eu](http://www.dayafterproject.eu)



# **TRAINING CURRICULUM AND INTERNSHIP ITINERARY FOR YOUTH LEAVING PROTECTED ENVIRONMENTS**

CO-FUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION



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## THE DAY AFTER PROJECT

Training and support for youth served in residential care institutions for the day after reaching the age of majority.



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[www.dayafterproject.eu](http://www.dayafterproject.eu)

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A background image showing the silhouettes of several people standing around a table in a workshop or meeting setting, with a blue overlay.

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# INTRODUCTION

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**“The Day After” Project** (DAF Project) seeks to develop a training model aimed at young people at risk of social exclusion cared for in residential facilities or shelters for minors under the System for the Protection of Children and Adolescents. The aim of this training model is to promote the acquisition of key competences to favour the transition from adolescence/youth to adulthood and facilitate access to the labour market. This document is the **Standard Training Curriculum and Internship Itinerary in Work Centres** that will be validated through a training pilot test in Greece, Italy and Spain.

It is a strategic partnership project in the field of youth with the support of the **Erasmus+ programme of the European Union** (KA205). The DAF Project arises from the initiative of the **Health and Community Foundation** (FSC, Barcelona) and the **Lagunduz Integral Assistance Association** (Lagunduz Group, Basque Country) managed by Toni Gelida Latorre, director of the FSC Child and Adolescent Care Area: “ACOMPANANDO PARA EL DÍA DESPUÉS” (Support for the Day After) which received the support of **INNOBASQUE**, the Basque Agency of Innovation, who gave us his support to develop the initiative with a European perspective with an Italian organisation, **Mondo Nuovo APS** and Greek association, **Social Empowerment HUB** (Koinonikí Endynámosi). It should be noted that this project incorporates an intervention model that combines an educational and therapeutic methodology to favour the transition to adult life and socio-labour insertion.

# TRAINING CURRICULUM FOR YOUTH LEAVING IN PROTECTION





## **1.- AIMS OF THE CURRICULUM**

The aim of the curriculum is to provide a basic structure of the skills & competencies youth leaving child protection system need, when coming out of the care systems. These are the skills that will prepare them for adulthood. The aim is not only to provide them with the appropriate skills to live and integrate to the society, but also to succeed. This is going to happen through empowerment and personal development in multiple levels.

## **2.- OBJECTIVES OF THE CURRICULUM**

The general objectives of the curriculum can be summarized as follows: (a) to assist participants in developing the skills needed to succeed in their new environment or workplace; (b) to explore attitudes necessary for successful adaptation and integration; (c) to provide participants with up-to-date factual information about the country of destination (unaccompanied minors)

## **3.- TARGET GROUP**

Activists, youth workers, care givers and people that are working in the care system are the primary target group of the project, with youth leaving the protection structures being the final beneficiaries through the delivery of the materials that will be formed according to the curriculum will be made. Specifically, the curriculum aims to benefit youths turning into adults, that are going to leave the care system. It is based on the findings of the national reports and unfolds in the fields of education, social integration mental and physical health by providing skills and competences.

## **3- CURRICULUM PRINCIPLES & STRUCTURE**

Due to the fact that youth groups might include multiple nationalities and people with different backgrounds makes the structure more complex than a simple school curriculum for example. We propose a "Learner-Centered" so that it revolves around participants needs, interests and goals. It is important to also to be shaped and be adaptable in different situations with different needs. That's why differentiated instructional plans need to be included, that are also one of the principles of learner-centered curriculum design.

The curriculum needs to be made according to the key value of the "Problem-Centered" curriculum design which teaches/trainers /facilitators/activists /care workers and the beneficiaries to how to look at a problem and formulate a solution. In another words, it promotes critical thinking, encourages creativity, innovation, and collaboration. Moreover, it helps participants engage in authentic learning, because they are exposed to real-life issues and skills which are transferable to the real world.

# FRAMEWORK OF COMPETENCIES SUMMARY



FRAMEWORK OF COMPETENCY	ABILITIES - SKILLS / COMPETENCIES	KNOWLEDGE REQUIRED
Personal self-knowledge	Identity, life project, introspection, personal commitment.	Increase the reflective process in which the notion of the self is acquired, of what characterizes it, of its qualities and defects, of its limitations, needs, hobbies and fears.
	Self-esteem, self-confidence, self-care.	Increase the ability to achieve a goal, successfully complete a task or choose the appropriate approach to perform a job or solve difficulties through confidence in own abilities, decisions and opinions.
Linguistic competence	Linguistic ability	Knowledge of vocabulary and grammar of the main language where you live.
	Oral and written communication	Identify the elements of communication, as well as its barriers and distortions.
	Active and effective listening	Know the value of listening by emphasizing not only what the person is expressing directly, but also the feelings, ideas or thoughts that underlie what is being said. Knowledge of the techniques and rules of good listening.
	Dialogue and interaction	Reinforce dialogue as a system for exposing ideas and finding a solution to a problem.



FRAMEWORK OF COMPETENCY	ABILITIES - SKILLS / COMPETENCIES	KNOWLEDGE REQUIRED
<b>Cultural competences</b>	<b>Attitude towards the environment, coexistence</b>	Increase of social and cultural integration through the promotion of collaborative and committed attitudes.
	<b>Gender equality, prevention of gender violence</b>	Promotion of gender equality, contribute to the social and historical visibility of women, the prevention of situations of gender violence and the promotion of equal relationships.
	<b>Tolerance, prejudices, stereotypes, diversity</b>	Development of values that promote a peaceful and harmonious coexistence between people within the same space, avoiding unnecessary judgments.
<b>Training - labour competence</b>		
	<b>Education and training, work motivation and personal development</b>	Promotion of the transformation process that allows generating new behaviours and attitudes, which result in training within the workplace and an improvement in the quality of life.
	<b>Work attitudes, positive leadership and creativity</b>	Development of appropriate work attitudes for employment focusing on the beneficial aspects of the situation.
	<b>Teamwork, group cohesion, stress management</b>	Increase in the organizational capacity of a group to achieve a common goal, fostering its membership and positive relationships among its members.
	<b>Curriculum and cover letter</b>	Write attractive resumes and cover letters that attract the attention of the selected person.

FRAMEWORK OF COMPETENCY	ABILITIES - SKILLS / COMPETENCIES	KNOWLEDGE REQUIRED
<b>Relational and social competence</b>	<b>Interpersonal relationships, feeling of belonging, connections.</b>	Relationships and affective ties as a basic need of people, differentiating the types of relationships.
	<b>Assertive communication, integration, empathy, respect and solidarity.</b>	Increase in the ability to express ideas, wishes, opinions, feelings or rights in a congruent, clear, direct, balanced, honest, empathic and respectful way, without the intention of hurting or harming, and acting from personal self-confidence.
	<b>Mediation, mentoring and negotiation.</b>	Knowledge of alternative conflict resolution systems where one seeks to work with the other person and not against them, in an environment of growth, acceptance, learning and mutual respect.
<b>Emotional competence</b>	<b>Identification, regulation and emotional expression. Emotional blockage.</b>	Development of psychological capacities that involve feeling, understanding, control and modification of one's own and others' emotions, with the ability to manage emotions to achieve positive results in relationships with others.
	<b>Conflict, conflict resolution, decision making, coping styles.</b>	Address the conflict to give it a constructive and positive use oriented to personal or group development. Means and approaches in conflict resolution.
	<b>Pressure, persuasion and confrontation.</b>	Awareness of influencing and being influenced in the performance or modification of certain behaviours.
<b>Administrative competence</b>	<b>Labour regulations, employment contracts, work and residential permits. Rental contracts.</b>	Knowledge of current labour laws and permits, as well as places to submit the required documentation.
	<b>Aid and subsidies.</b>	Knowledge of the different types of aid, which make it possible to combat inequalities that damage people's fundamental rights.

# THE STANDARD TRAINING CURRICULUM (Planning course)





PLANNING COURSE				
HOURS, SESSIONS AND MONTHS FOR THE STANDARD TRAINING CURRICULUM	WORKSHOPS	SESSIONS	HOURS*	MONTHS
<b>MODULE 1 / General basic skills</b>	<b>7</b>	<b>26</b>	<b>52</b>	<b>3</b>
<b>MODULE 2 / Specific for migrant minors</b>	<b>7</b>	<b>36</b>	<b>72</b>	<b>3</b>
<b>MODULE 3 / Professional skills (crossworker)</b>	<b>12</b>	<b>44</b>	<b>88</b>	<b>4</b>
<b>MODULE 4 / Preparation for placements</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>1</b>
<b>INTERNSHIP IN WORK CENTRES**</b>			<b>75</b>	<b>1</b>
<b>ALL MODULES without Internship</b>	<b>27</b>	<b>111</b>	<b>222</b>	<b>6</b>
<b>FULL COURSE + Internship</b>	<b>27</b>	<b>111</b>	<b>297</b>	<b>12</b>

\* Average duration of sessions (115').

\*\* Internship agreement between 50 and 80 hours. At least 50 hours.

## TRAINING CURRICULUM AND INTERNSHIP ITINERARY (Topics)

MODULE 1 / General basic Skills			MODULE 2 / Specific for migrant minors			MODULE 3 / Professional skills (crossworker)		
1.1.- Personal self-knowledge.			2.1A.- Culture.			3.1 Commitment and personal change.		
1.2.- Communication.			2.2B.- Language.			3.2 Motivation towards other people.		
1.3.- Emotional regulation.			2.3C.- Family environment.			3.3 Effective communication.		
1.4.- The social environment and coexistence.			2.4D.- Natural environment.			3.4. The understanding and rapport.		
1.5.- Conflict management.			2.5E.- Workplace and social status.			3.5. Self-care, self-confidence and self-esteem.		
1.6.- Resilience and group integration.			2.6F.- The rooting group.			3.6. The negotiation.		
1.7.- Motivation and attitude.			2.7G.- Area of migration.			3.7. Mediation.		
						3.8. Positive leadership and reinforcement techniques.		
						3.9. Peer mediation.		
						3.10 Emotional management.		
						3.11 Mediation between equals.		
						3.12 Entrepreneurial initiative		
MODULE 4 / Preparation for placements + INTERNSHIP IN WORK CENTRES								
S1. Labour regulations					S4. Accompaniment			
S2. Aid for hiring					S5. Institutional benefits and aid			
S3. Aid for emancipation								

# TRAINING CURRICULUM AND INTERNSHIP ITINERARY (Topics and contents)





**MODULE 1. GENERAL BASIC SKILLS**

<b>MODULE 1 GENERAL BASIC SKILLS</b>	<b>Workshops: 7</b>
	<b>Sessions: 26 sessions</b>
	<b>Hours: 52 hours</b>
	<b>Months: 3 months</b>
<b>TOPICS</b>	<b>CONTENTS</b>
<b>1.1 Personal self-knowledge.</b> Session 1.1. Self-knowledge. Session 1.2. Life Project. Session 1.3. The timeline.	Concept of personal identity and introspection. Elaboration of a life project for the future. Introspection on the life story and the timeline.
<b>1.2 Communication.</b> Session 2.1. We / us. Session 2.2. The communication. Session 2.3. Communication distortions.	The elements of communication and communication barriers. Know what rumours and assumptions are and how they affect behaviour. Work on the feeling of belonging.
<b>1.3 Emotional regulation.</b> Session 3.1. The interpersonal relationships. Session 3.2. Empathy Session 3.3. Active listening. Session 3.4. Affective ties.	Know the concept of empathy and the pillars that sustain it. Development of the concept of attachment. Delve into the concept of interpersonal relationships, the choice of friendships and assertiveness.
<b>1.4 The social environment and coexistence.</b> Session 4.1. The social environment and tolerance. Session 4.2. Interculturality and coexistence. Session 4.3. Prejudices and stereotypes. Session 4.4. The exclusion.	Deepen the concept of tolerance and respect. Factors that facilitate / hinder coexistence. The prejudices and stereotypes. Factors that facilitate social inclusion. Know the concept of interculturality.
<b>1.5 Conflict management.</b> Session 5.1. The conflict. Session 5.2. Conflict resolution. Session 5.3. Decision making. Session 5.4. Support net.	Differentiation between conflict and problem, positive / negative factors of the conflict. Know the techniques of conflict resolution. Components of take decisions. The importance of a good support network in conflict resolution.
<b>1.6 Resilience and group integration.</b> Session 6.1. The resilience. Session 6.2. Good mood. Session 6.3. Group integration. Session 6.4. Group cohesion.	Development of resilience in young people in a situation of protection. The importance of good humour in personal development. Techniques that facilitate group integration of young people and group cohesion.
<b>1.7 Motivation and attitude.</b> Session 7.1. Education and attribution. Session 7.2. Training and personal development. Session 7.3. Motivation and work.	Knowledge of current labour laws and permits, as well as places to submit the required documentation.

## MODULE 2. SPECIFIC BASIC SKILLS FOR MIGRANT MINORS

MODULE 2 SPECIFIC BASIC SKILLS FOR MIGRANT MINORS	Workshops: 7
	Sessions: 36 sessions
	Hours: 72 hours
	Months: 3 months
TOPICS	CONTENTS
<b>M2.A Culture.</b> Session A.1. Formal and informal greetings. Session A.2. Healthy habits. Session A.3. Present past and future. Session A.4. Thank and apologize.	Work on the presentations, the forms of greeting / saying goodbye depending on the place. Thank and apologize. Habits and customs.
<b>M2.B Language.</b> Session B.1. The alphabet and emotions. Session B.2. The verbs "to be" or "to have". Session B.3. The numbers.	Know the alphabet and the actions that are carried out. The numbers and the currencies of the place that I reside. Facilitate the expression of emotions and feelings: how do I feel?
<b>M2.C Family environment.</b> Session C.1. My family and family kinship. Session C.2. Family traditions. Session C.3. Call centers, messages, letters: family contact. Session C.4. New relationships based on equality.	The genealogical tree of the family, family relationships. Facilitate the promotion of ties with the family. Respect for different types of families.
<b>2.4.D Natural environment.</b> Session D.1. The food. Session D.2. Meals and hours. Session D.3. Buy in the market. Session D.4. The currencies and the operations. Session D.5. The colors and the smells.	Know the traditions and customs of the place. Work on the concepts of food and purchase of products. Know healthy habits. Compliance with schedules. The identification of colours and smells.
<b>2.5.E Workplace and social status.</b> Session E.1. Social status. Session E.2. Curriculum and cover letter. Session E.3. Official documents, papers and permits Session Session E.4. My home. Parts of the house. Session E.5. Household objects. Location and directions. Session E.6. Rental apartments. Rental contracts. Session E.7. Share a flat. Session E.8. The job search as work. Session E.9. The body and its parts. Descriptions.	The importance of personal training. Instruments for job search. The job searches as a job. Tips for a good CV and the structure of a cover letter.
<b>2.6.F The rooting group.</b> Session F.1. The city I live in. Session F.2. The means of transportation. Session F.3. The City Council, the regiona and the state government. Session F.4. The country: its provinces and communities. Session F.5. Gender roles, gender stereotypes and equal opportunities. Session F.6. Prevention and detection of gender violence. Session F.7. Illnesses and medical appointments. Session F.8. Coexistence, integration, belonging, respect and honesty.	The medical appointment and health card. Know the state structure of the place of residence (government). The elements of a city. Give and receive directions. Know how to move around the city/country. Advantages and disadvantages of sharing a flat and household chore.
<b>2.7.G Area of migration.</b> Session G.1. Migration Project: Causes. Session G.2 Migration Project: Effects. Session G.3 Migration Project: Purposes.	Define the migration project, delve into the purposes of the migration project and its causes. The values of coexistence, integration, belonging, respect and honesty. Prevention and detection of gender violence.

**MODULE 3. CROSSWORKERS IN SOCIAL PROXIMITY**

<b>MODULE 3 CROSSWORKERS IN SOCIAL PROXIMITY</b>	<b>Workshops: 12</b>
	<b>Sessions: 44 sessions</b>
	<b>Hours: 88 hours</b>
	<b>Months: 4 months</b>
<b>TOPICS</b>	<b>CONTENTS</b>
<b>M.3.1 Commitment and personal change.</b> Session 1.1. The social structure and personal change. Session 1.2. Behavioral contract and commitment. Session 1.3. Introspection: capacities and understanding of oneself	Know the methodology in the process of personal change. Know the alternatives for social change that exist. Reflect on the behavioural habits that sometimes prevent us from changing. Discuss the commitment with oneself, with other people and with a group. Reinforce qualities, capacities and positive values of each one / himself / herself.
<b>M3.2 Motivation towards other people.</b> Session 2.1. Fields of action. Session 2.2. Motivation towards other people and empathy. Session 2.3. I respect. Session 2.4. Solidarity.	Study the different strategies to show motivation and empathy with other people. The Pygmalion effect and its effects on behaviour. Respect as a fundamental social attitude in the mediating task. Reflect on the concept of freedom, oppression and discrimination. Develop a critical awareness of the social reality of the environment?
<b>M3.3 Effective communication.</b> Session 3.1. Effective communication. Session 3.2. Assertive communication. Session 3.3. Written communication and agreements.	Work on the main elements of effective communication. Reflect on the importance of non-verbal communication in effective communication. Encourage viewing from the perspective of other people. Encourage attention to what other people express. The confrontation within the field of communication.
<b>M3.4. The understanding and rapport.</b> Session 3.4. Presumption, distortion and confrontation of information. Session 4.1. Active listening. Session 4.2. Evaluation of positions, interests and needs. Session 4.3. Trust, understanding and rapport. Session 4.4. Stereotypes, prejudices and diversity.	Learn active listening techniques as well as the concepts of trust, understanding and rapport. Techniques that promote that interpersonal trust. Silence as a form of communication.
<b>M3.5. Self-care, self-confidence and self-esteem.</b> Session 5.1. Competences and personal skills. Session 5.2. Self-care and self-knowledge. Session 5.3. Self-confidence and self-esteem. Session 5.4. Rules and limits.	Know the concepts of self-care and self-knowledge within the field of mediation. Reflect on the importance of self-esteem in the ability to face difficulties. Enhance the safety of the young participants.
<b>M3.6. The negotiation.</b> Session 6.1. Negotiation skills. Session 6.2. Techniques to break the deadlock. Session 6.3. Neutrality, Impartiality and Influence. Session 6.4. Power, pressure and persuasion.	Develop the phases within the negotiation process and their types. Work on joint profit negotiation. Discuss the concepts of neutrality, impartiality and group influence. Differences between power, pressure and persuasion.

### MODULE 3. CROSSWORKERS IN SOCIAL PROXIMITY

MODULE 3 CROSSWORKERS IN SOCIAL PROXIMITY	Workshops: 12
	Sessions: 44 sessions
	Hours: 88 hours
	Months: 4 months
TOPICS	CONTENTS
<b>M3.7. Mediation.</b> Session 7.1. Concept and phases of mediation. Session 7.2. Mediation techniques and skills.	Know the concepts of mediation and consensus, the characteristics of mediation and its phases. Identify the main qualities of the mediator person. Basic principles and most common mistakes in mediation. Community mediation. Intercultural mediation. Discuss impulsive behaviours.
<b>M3.8. Positive leadership and reinforcement techniques.</b> Session 8.1. Concept and phases of mediation. Session 8.2. Mediation techniques and skills. Session 8.3. Intercultural mediation. Session 8.4. Community mediation	Know the concept of leadership and the types of leadership. Reflect on the skills and qualities to lead a group, as well as the influence of the leader in the group's decision-making process. Identify cooperative and competitive behaviours.
<b>M3.9. Peer mediation.</b> Session 9.1. Peer mediation. Session 9.2. Communication techniques between equals. Session 9.3. Coping behavior. Session 9.4. Bullying.	Work on the concept of peer-to-peer mediation, as well as differentiate conflicts between equals. Reflect on the possible causes of peer harassment. Learn to recognize bullying situations. Coping behaviour.
<b>M3.10 Emotional management.</b> Session 10.1. Identification, expression and emotional regulation. Session 10.2. Techniques to work annoyance, anger and rage. Session 10.3. Techniques to work on the feeling of guilt. Session 10.4. Techniques to work on the emotional block.	Promoting emotional intelligence. Reflecting on the expression of anger as a learned behaviour. Exploring the emotion of guilt. Techniques for overcoming emotional blockage.
<b>M3.11 Mediation between equals</b> Session 8.1. Intercultural mediation. Session 8.2. Community mediation.	Know the concept of leadership and the types of leadership. Reflect on the skills and qualities to lead a group, as well as the influence of the leader in the group's decision-making process. Identify cooperative and competitive behaviours.
<b>M3.12 Entrepreneurial initiative</b> Session 12.1. Empowerment. Session 12.2. Entrepreneurship.	Know the concepts of empowerment and self-empowerment. Promote strategies to promote personal empowerment. Entrepreneurship and comfort zone.

**MODULE 4. INTERNSHIP IN WORK CENTRES**

<b>MODULE 4 PREPARATION FOR PLACEMENTS</b>	<b>Workshops: 1</b>
	<b>Sessions: 5 sessions</b>
	<b>Hours: 10 hours</b>
	<b>Months: 1 months</b>
	<b>Hours of Internship in work centres: 50 - 80 *</b>
<b>TOPICS</b>	<b>CONTENTS</b>
<b>4.1 Labour regulations.</b>	Know the labour regulations, learn what a payroll is and its parts. Know the necessary documentation to be able to access an employment contract. Learn to fill out job applications correctly.
<b>4.2 Aid for hiring.</b>	Encourage hiring for "training and learning". Prepare information aimed at employers on the benefits in the Social Security quota for hiring young people in social exclusion. It holds meetings in order to expand possibilities of access to public employment. Meetings and formalization of strategies with the Local Development Agencies of the town and business associations.
<b>4.3 Aid for emancipation. 4.4. Accompaniment</b>	Know the different types of existing aid and the places where they can be requested. Reflect on the importance of helping others to achieve a common goal. Raise awareness about social inequalities and food poverty.
<b>4.5 Institutional benefits and aid</b>	Facilitate the streamlining of the necessary procedures and papers in the job placement process, simplifying the procedures. Accompany and evaluate the job placement process. Solve possible conflicts, both with companies and with the administration, that may arise in the framework of collaboration and the employment relationship. Encourage volunteering as a means of expanding the social network and facilitator of socio-labour insertion and support.

**\* Internship agreement of at least 50 hours and with potential access to remunerated job.**





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### WHO WE ARE IN THE DAY AFTER PROJECT?

Our consortium is formed by: two NGOs in Spain, the Health and Community Foundation (FSC), as the organization that assumes the coordination, and the Lagunduz Association, two entities that collaborate in different initiatives in the field of care of young people at risk of exclusion and socio-labour integration; an entity in Italy, Mondo Nuovo A.P.S. , with extensive experience in managing training programs and protection resources for children, adolescents and their families; and Social Empowerment of Greece, a social organization with interdisciplinary experience in the field of youth and social sciences.

### COORDINATOR:



### PARTNER ORGANISATIONS:



CO-FUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION:



WITH THE SUPPORT OF:



COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES STRATEGIC PARTNERSHIPS FOR YOUTH (KA205)



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