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## **METHODOLOGY FOR TRAINING OF SPECIALISTS**

### **FOR PREPARING CHILDREN AND YOUNG PEOPLE, LIVING IN RESIDENTIAL SERVICES, FOR A LIFE IN THE COMMUNITY**

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How to use the opportunities of the environment and how to deal with the risks in it

#### **I. Introduction**

Creating a personal life project after leaving state care is a difficult process for every person, because it requires understanding of their own capabilities and limitations, knowledge of the resources and risks of the environment. For children in residential services, this task is even more complicated because they have lived in the specific environment of the child protection system for years as well as due to the often traumatic or missing experience with their closest people - first, these young people have little, or no experience of communicating within a family that deprives them of trust-building skills; second, children living in residential services have limited experience of community-based relationships; third, they do not know the institutions that regulate society; fourth, in the protected environment of the residential services, they rarely have the opportunity to evaluate their own behavior through self-reflection or on the basis of the feedback from others; fifth, children living in residential services have little knowledge of their own abilities because they are deprived of the natural supportive environment of the family in which these abilities are usually



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recognized and promoted; sixth, children living in services, are perceived with mistrust by the wider communities, that leads to conflicts and a general experience of insecurity from both sides.

The work on creating a personal life project /PLP/ for children living in residential services is an innovative task, as there is no experience of such programs that create a link between the present and the future of young people living in state care. For some young people this will be the first attempt to look at themselves, to make sense of their relationships with others, to fantasize. This is why the methodology aims to help professionals create such relationships with young people that will help them develop these projects.

The approaches and methods of work, that the methodology develops, are based on the Lundy model of many European countries, developed by Professor Laura Lundy of the Royal University of Belfast with four main components related to the application of Article 12 of The Convention on the Rights of the Child (CPC) for children's participation - "SPACE"; "VOICE"; "AUDIENCE"; "IMPACT"

The methodology is organized around four issues, on which children will think while creating their own personal life projects:

1. What are the types of the “environments”?
2. What are the risks that these environments hide and what are the strategies to deal with them?
3. What are the capabilities of these environments and how to use them?
4. What are the opportunities and risks in myself when implementing my own project?



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## II. Objectives and structure of the methodology

The main objective of the methodology is to become a tool for developing young people 's skills for:

- assessing the opportunities and risks of the environment in which they live;
- creating a personal life project after leaving state care;
- integrating in personal projects knowledge of yourself - both opportunities and strengths, as well as limitations.

### Structure and purpose of the methodology

The methodology is designed to be used by trainers, specialists who work with children on their personal projects and children and adolescents living in residential services. For ease of use, the methodology labeled the individual texts "for trainers", "for specialists", "for children and adolescents" and denotes them in different colors.

Methodology includes: 1/ knowledge, 2/ methods for developing individual life projects of children and young people after leaving state care in a particular surrounding (environment), 3/ methods of teaching its content. In particular, the themes of the methodology are:

1. Knowledge about people's development
2. Knowledge of expected difficulties in the integration of people living in services
3. Knowledge of types of "environments" with their capabilities and risks
4. Methodological guidelines for trainers
5. Tasks and materials for specialists working on individual children's plans



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## 6. Materials for young people, who develop their personal projects

### Content for Trainers:

Since the trainers have to prepare teams of specialists, who are able to apply the Lundey model, they have to apply the same model to the specialists. This is because, transmission of a model can only happen if the transmitter has experienced it. Otherwise, the training remains "on paper". Therefore, the methodology responds to (possible) questions of trainers, related to the four main components of the Lundey model :

1. How to provide a safe space for the trained to participate?
2. How can I help to express their views?
3. How do I include their views on project development and in the work on young people's individual plans?
4. How do I prepare them so that their experience becomes part of the project's results?

### Content for specialists:

Since the creation of personal projects requires professionals and children to work together, the content of the methodology meets the (possible) questions of the specialists:

1. How can I better understand the child/adolescent I am going to work with?
2. How do I create such relationships with him, that will help us work together?
3. How do I highlight his strengths and limitations, that will help me to partner with him, when he creates his individual plan?



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### Content for children and youngsters:

Children and young people can develop personal projects based on knowledge about themselves and about environments, therefore the content of the methodology includes both knowledge about these environments and methods by which they can develop skills to understand their own behavior, to reconsider their experience. The methodology contains answers to (possible) questions such as:

1. What should I know about the out-of-service environment, that will help me prepare for the life there?
2. What do I need to know about myself and others, so I can adapt to the environment in which I will live?
3. What do I need to know about myself and others, so I can want others to adapt to me?

III. Knowledge about the behavior of people with a focus on children deprived of parental care.

The development of an individual plan is based on the understanding of one's own behavior. A key role in the creation of an IP have the specialists, who will support this self-understanding. In order to be prepared for this, they must have a preliminary idea of the young person's development and potential challenges for his successful integration into the community. Therefore, theoretical knowledge about human development is presented below.

The most important scientific concepts on which the development of the Methodology is based are:

- EVERY CHILD HAS A UNIQUE HISTORY OF DEVELOPMENT.
- EVERY CHILD IS BORN WITH POTENTIAL.



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- THE DEVELOPMENT OF THE POTENTIAL OF THE CHILD DEPENDS ON WHETHER THE CHILD EXPERIENCES SECURE RELATIONSHIPS WITH THE ENVIRONMENT - WITH PARENTS, RELATIVES, FRIENDS, TEACHERS.
- THE MOST IMPORTANT RELATIONSHIP, WHICH DETERMINES WHETHER AND TO WHAT EXTENT THE POTENTIAL OF EACH INDIVIDUAL WILL DEVELOP, IS THAT WITH A PARENT OR A PERSON IN A PARENTAL ROLE. THESE RELATIONS ARE CALLED ATTACHMENT RELATIONSHIPS.
  - ADULTS CREATE RELATIONSHIPS OF TRUST WITH THE CHILD, WHEN THEY MEET HIS DEVELOPMENTAL NEEDS. THEY ARE: 1/ HEARING OF WHAT THE CHILD SHOWS OR SAYS, 2/ UNDERSTANDING THE MESSAGE AND 3/ RESPONDING. UNDERSTANDING IS THE MOST DIFFICULT!
  - WHEN THERE IS NO SUCH A PERSON, THE CHILD IS ANXIOUS AND CAN NOT LEARN HOW TO UNDERSTAND OTHERS AND HIM/HERSELF, TO CONTROL HIS/HER EMOTIONS AND BEHAVIOUR.
  - THE POSITIVE CHANGES START WHEN AN ADULT IS FOUND WITH WHOM THE CHILD CAN DEVELOP TRUST.
  - PAST TRAUMATIC EVENTS AND PROCESSES CAN DEVELOP A RELATIONAL MATRIX THROUGH WHICH THE CHILD STARTS EXPERIENCING ALL RELATIONSHIPS AS INSECURE.
  - SPECIALISTS WHO WORK WITH CHILDREN WHO HAVE DEVELOPED SUCH MATRIX MUST WORK AS A TEAM AND BE SUPPORTED TO ESTABLISH THE RELATIONSHIP OF TRUST WITH THE CHILD AND TO DISCOVER HIS/HER INNER WORLD.
  - THE INTEGRATION OF THE CHILD IN THE COMMUNITY RELATES TO ITS POTENTIAL TO COMMUNICATE, ADAPT TO THE ENVIRONMENT AND/OR CHANGE IT ON THE BASIS OF EVALUATION OF ITS RISKS OR OPPORTUNITIES.



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The above thesis are as a result of research in several theories.

1. Ego-psychology is a psychodynamic theory, that looks at the development of the individual as a transition from one stage to the next, higher one, the ultimate goal of which is his/her successful adaptation to the surrounding environment. Adaptation can be by adaptation to the environment or by changing the environment. People's development, according to this theory, can be "fixated" at a certain stage, when there are no conditions for transition in the middle. In these cases the individual fails to solve tasks specific to each stage and his adaptation to the environment is unsuccessful. **Annex No**
2. Attachment theory examines the development of the individual as a result of his attitude to the mother, the most important period of which is the first year of life. A key theme of this theory is the theme of parental separation in a child's life, as such separation puts him in a situation of increased and often chronic anxiety that prevents him from learning, creating relationships, examining his environment. The theory examines the ways in which early relationships create a matrix of relationships that the child is able to reproduce throughout his whole life. **Annex No**
3. Theory of trauma, regression and fixation.

There are events which we call traumatic. These are violence, neglect, loss. They are challenges to the normal course of development and can stop it. Stopping the development



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we call Fixation. Often the loss of a close person leads to such changes in the life of the traumatized person that they are unable to continue the normal course of their lives. If such a trauma occurs early in childhood, the individual can continue to grow physically but emotionally - not. There are people who seem to look mature, but their emotional age is as of a two-year-old child. The mistake of others in such cases is that their expectations do not meet that person's abilities.

Regression occurs, when a person returns as behavior and emotions back to his previous stages of development as a result of a traumatic experience. In a situation of great fear, people often lose their ability to cope autonomously, they "regress" to a state of dependence, for example.

The trauma makes the individual unconsciously repeat the traumatic event. Women victims of rape may cause violence. The unconscious desire is to create the same situation, but to achieve a different result – result, in which the victim manages to escape and reach the control that was lost in the situation of violence.

#### 4. Neglect

Unlike trauma, neglect is often a chronic problem. The reason for this is the difficulty of the parent to perform the necessary tasks in terms of child development. Such difficulties can be poverty, illness, disability, community exclusion, family violence.

Left unnoticed, the neglected may not take the advantage of the most important factor motivating development - the relationship with the other. There are new studies, that show, that neglect is more damaging than violence.

Neglect is a strong form of disregarding a set of the child's needs and involves the inability of parents and professionals to perform the following 7 functions:





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#### 1. Providing daily care to ensure:

- food
- heating
- health care
- dental services

#### 2. Providing safety:

- environment in the home of the child and in the community, where the risks to his life and health are reduced to a minimum
- immediate and long-term help for the child in case of violence committed on him/her
- connection between services and family

#### 3. Development of emotional competence through:

- providing emotional relationship of trust, sharing, understanding, acceptance, formation of emotional intelligence
- understanding the language and behavior of the child
- spending time with the child
- empathy

#### 4. Stimulating learning and developing skills through:

- providing conditions to the child to attend school and to achieve success in his studies
- encouraging the child to develop skills for social performance



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- developing self-coping skills

#### 5. Acquire rules by:

- ensuring the child's development in a predictable environment, in the creation of which, he/she is a participant
- creating a everyday life routine and rituals
- acquaintance with any environment

#### 6. Identity development through ensuring :

- conditions in which the child develops a positive attitude towards himself
- that the child knows and accepts the family history
- that the child understands the situation in the family
- that the child knows and understands the situation on the basis of which he/she can make choices
- possesses own things

#### 7. Relationships in family and services through:

- showing love and respect for the child
- ensuring good role models for children
- fair relations in the family and services
- social contacts with the child's own group of friends

#### 5. Living in a residential service

Living in a residential service is potentially traumatic that is associated with the child's past and his/her life in the service. The first is the lack of a relationship of trust with a parent. The second is



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related to the service regulations (changes in the residential service team, working shifts) that deprive the child of a trusting relationships with an adult in the service. The third is related to the child's losses. The fourth is related to the terms of the service - life in the services is regulated by pre-established rules, that do not change, and this does not allow the child to participate in their revision and understand their meaning. The fifth is the stigma against children, living in services, which reduces expectations towards them and label them as "difficult and problematic".

The combination of these factors has been well studied. Sometimes their impact is so strong, that the consequences on development are considered irreversible. This applies especially to children, placed in an institution after childbirth, as they do not experience life with an attachment figure. The latest brain studies show that the baby's brain is very sensitive to the lack of a relationship with a person in a parent role. In such cases he/she compensates for this lack in a maladaptive way that is difficult to change. For example, the brain's capacity to process emotional information has been reduced in children who have developed primarily in an institution. This may explain the difficulty they have in dealing with stress. Children from homes, that have spent more than one year in a home under 3 years old, are at a higher risk of not expecting to meet a person to trust. There are no effective programs to ensure that this behavior is changed in children from homes. This is one of the reasons for deinstitutionalisation of both children and adults. At the same time, it is important to know that ONLY 50% of institutionalized children are harmed by the institutions irreversibly. Deinstitutionalization in Bulgaria shows that young people who have spent their entire lives in residential services have successfully adapted to the community, have jobs, family and children.

## 6. Resilience

With Resilience we call the ability of a person to develop successfully regardless of trauma. Resilience is a long-term process, that can be identified in both - individuals and groups. It includes:



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development, triggering a resistance against difficulties and subsequent development which may be more successful than expected.

Resilience is a process of a person's interaction with the environment, not the inborn quality. It is not an unconditional process, it depends on the circumstances, the timing, the person.

In order to develop a process of resilience, more positive qualities and resources are needed that are actively used. The "Lundey" model, which encourages participation of young people, develops their Resilience. A major factor that develops Resilience is the relationship with a significant adult. For children living in services, such people are mostly the specialists.

### *For the trainer: Application of theories in practice by case analysis*

#### The case of Deyan

Deyan is an 8 years old, slightly chubby boy who has lived in a foster family for a year. The foster parents have two children of their own and they are girls.

The foster parents seek the help of the specialists, because Deyan is aggressive, both at home and at school. He is in social isolation because he has difficulty contacting other children. His teacher describes him as uncontrollable and very aggressive towards other children - both physically and verbally. Therefore, the teacher does not take him on trips and camps with other children, because he is very naughty, ruining and breaking things when he gets angry. Deyan is doing relatively well academically.

Deyan was placed in a foster family when he was 2 years old. So far, he has been accommodated in three foster families. His mother gave birth to him before the age of 18 and raised him alone, without the help of a husband. At that time she was suffering from severe



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psychiatric problems that prevented her to be emotionally attentive to Deyan. She neglected herself, her home, and had hardly cared for Deyan. Currently, she lives with another man, but says, that she is not yet totally ready to allow him emotionally reach her, and it often happens that she asks him to leave. Currently, Deyan has regular meetings with his mother and his younger brother, who lives with her.

During the individual meetings with the boy, the social worker notices that Deyan always starts the game by throwing all the toys around the room. He then goes to one of them, but gets quickly bored and starts working with a plasticine . The difficulty of making the piece that he has decided to make makes him very nervous, and he starts crushing it and throwing the tools and kicking things around the room. The attempts of the social worker to calm him down do not really help.

Deyan is very curious about the meetings of the social worker with other children, and he fears that someone can steal or touch his stuff. At each visit he first checks if everything is in place and only then starts playing.

Task for discussion in the group:

- Are you going to start working with Deyan, how are you going to direct your interventions and how would you define your work assignment? Use the three theoretical frames:
- Using knowledge about the stages of development, list the probable difficulties that Deyan will face in his adaptation to the community (Eriksson).
- Which of the conflicts that Eriksson describes, Deyan has not solved.
- Determine how Deyan's life story has shaped the way Deyan develops attachment. How can this affect adult relationships, including those in the workplace?



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- Determine how traumatic events in Deyan's life influenced his relationships with other people and his development in general. How this can affect how Deyan will choose a spouse and create a family, for example.
- Consider whether Deyan is repeating trauma-related behavior.
- How can the concept of "mentalization" be used in working with Deyan?
- How can you work with the traumas caused by the separation of Deyan?
- Imagine that Deyan is referred to a residential service. How would you work with him for his adaptation, considering the analysis of the case.
- Discuss in a group a set of difficulties Deyan would encounter in:
  - developing a personal plan,
  - assessing the environment in which he lives,
  - assessing the risks in the communities in which he lived,
  - assessment of his strengths,
  - rationalization of the reasons for unsuccessful adaptations.

#### IV. Knowledge of the types of "environments" with their resources and risks

Types of “environments” offer opportunities for development, but at the same time they pose risks for the young person. Therefore, they need to be examined, both before each child's project is developed and when it is implemented.

The methodology includes work on integrating the young person in the following environments: the community as a whole, the institutions, the working environment, the family and the intimate relationships.



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#### IV.1 Communities - opportunities, risks and dealing with them

The community consists of people, who are connected either by a common territory or by common interests and relationships. A significant part of the adolescent's self-confidence is built outside the family by participating in different groups and communities and by entering into a variety of social roles. Some of the communities, in which the young person is increasingly involved, are the communities to which the adolescent's parents belong. These are the communities of people's nationality, ethnicity, race, religion or citizenship; the territorial community of the neighborhood, the populated area, the region in which the child, his parents or relatives live; friendly circles and circles of interest of parents; their professional communities. The adolescents enter other communities through peer groups or interest clubs, informal friendly groups, civic communities, formal organizations and through these public ways the young people can establish themselves and develop their social abilities -

The sense of community is based on the sense of belonging to the group, the importance of the members to one another and the presence of common interests and commitments. The child's ability to build meaningful relationships with others is enriched when he/she starts to become a part of the social world of peers and other adults. This process depends on whether he has resolved the specific for this stage, normative conflicts of development. In teenage years, the main conflict facing the young person is to find a balance between two opposing needs - the need for self-reliance and self-assertion (autonomy) and the need for care, protection and encouragement by others (dependence). Affiliation with a non-family community and the testing of various social roles are important for building the adolescent as a mature individual and for his full participation in society. Adolescence is the time to try out many things, intensive relationships and withdrawals from relationships, excitements and disappointments, self-testing in a variety of activities, checking boundaries by taking excessive risks sometimes, matching internal aspirations and dreams to real opportunities



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and obstacles, following ideals and role models, taking leaderships and identifying with different goals. The main purpose of these processes from the point of view of the adolescent is to: "Understand who I am. What I am good in and what I am not good in? Where is my place in the big adult world? "The need to belong to a larger and significant group or community is becoming an important part of trying to answer this question.

### *Significance of the community for adolescents living in services*

As in the family, what individuals receive from belonging to a particular community is the satisfaction of their own biological, psychological and social needs. The community is often seen as a larger family, which takes care of its members and gives them security and peace of mind over the dangerous circumstances of life. The Community offers:

- resources for quality life, health and survival;
- a sense of belonging to a group;
- a sense of self-importance and usefulness;
- opportunities for realization of abilities;
- new social experience, knowledge and skills.

Due to the lack of a supportive family environment and parents to shape the child's identity, for adolescents from institutions, the group of children in the home and their educators play the role of such a family. The impact of this community at home is particularly strong, and even after leaving, the adolescent remains very much connected with the home and other children. Since it is a major forming environment for these children, it is important for the professionals working with them to know the history of the adolescent's relationship with his community and his sense of belonging to it.





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Another community, important to the adolescent, is the community of his ethnicity and the place where his biological family lives. Regardless of how much they take part in the child's life, in his/her thoughts, fantasies and experiences, he remains connected with them, looking for a connection, and in some cases, after leaving the home, he wants to return to them.

If during his stay at the home the child is encouraged to associate with peers from the school environment and the settlement, to engage in sports and other activities with children outside the home, then, after leaving the institution, it will be much more easier for him to build relationships with peer groups and engage in different interest groups. The peer group and informal interest groups are a third type of community, apart from the institutional and the family, which are important for the development of autonomy and cooperation in the relationship between the young person and the others and his socialization. Finding and maintaining the balance between the two is a continuous task that requires the development of a number of skills that children should learn gradually during their life in the institution. These two aspects of community life include:

- A. Self-care skills as a self-care; self-confidence; coping with difficulties, disappointments and losses; defending yourself; critical thinking, etc.
- B. Skills to cooperate with others as sharing ideas and feelings; adapting to different roles and situations; responsibility; following the rules; search and offering of assistance; sympathy, etc.

#### *Specific risks that communities have for adolescents living in services*

Children from institutions have difficulty forming a relationship of trust with others because of the insecure styles of attachment they develop at their early age. This difficulty comes from both the losses and the separations from the key figure of attachment in the early years of their lives, and from the culture of relationship in an institution that does not create an individual connection of understanding and emotional interconnection.



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The main risk, for which the specialist working with such children is important to follow is the ability of the adolescent to maintain healthy boundaries in his/her relationships with others. This means, on the one hand, that he/she can trust others and establish lasting relationships of cooperation with them, but on the other, be able to distinguish his own interests from those of the others and to defend himself/herself against attempts of abuse and oppression.

For children from institutions, community life is a serious challenge, because they tend either to shut down, be suspicious, do not tolerate rejections from others, to contact only the limited circle of other people that lived in institutions, or vice versa, to get overwhelmed, to suffer abuse and violence, to obey unconditionally, to neglect their interests.

In turn, communities can be both supporting the development and be destructive towards their members. It is important for adolescents in institutions to be able to distinguish which features of communities pose risks and are potentially destructive and how they protect themselves from such risks. The work of the specialist with the adolescent is primarily intended to promote his/her positive identifications with the communities that will contribute to his/her development and social inclusion and discourage those identifications with communities that would lead to dangers, abuse and exclusion from society.

Planning community integration processes:

For trainers: *Training of specialists on the topic "Communities"*.

Sample Training Schedule:

1. Introduction to the topic and tasks of this module, presentation of the method of work in the training. Heat-oriented and interactive tasks.



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2. Setting up the training topic through a personal experience analysis - 60 minutes.
3. Understanding the knowledge of the training topic and discussion of the topic experience - 90 minutes.
4. Skills training - 180 minutes.
5. Summary and feedback. Identifying supervising topics - 40 minutes.

#### Session 1. Introduction.

Introducing the specialists with the community-based topic through some type of warm-up and familiarity games for the group members, such as presenting themselves through the relationship with the communities they think they belong to - self-description and presentation in the big group.

Presentation of the method of working with this topic during the training. Collecting questions and challenges of working on this subject from the participants in the training, that will be affected by the trainers, when they work with the specialists on this topic.

Discussing the need to work with children on the subject of communities - because it is important, from their experience, what are the communities that are important for the children of the services, how the children connect with these communities and what are the challenges to them.

#### Session 2. Set to "Community" topic.

In order for the specialists to be authentic in the partnership with the child to draw up his plan, it is important for them to go through an exercise to reconsider their personal experience. Therefore, at the beginning of the training you can use the following methods of working with the specialists:



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- Invite the specialists to explore one of the communities they claim to belong to and determine what their affiliation to this community gives them.
- Discuss the development opportunities that this community has given them and the risks that have existed for them while living there.
- Summarize in small groups strategies that participants have used to overcome the risks in individual communities to which they belonged or continue to belong with a focus primarily on their childhood or youth. Invite participants to determine which ones were successful and why.
- Look at Table 1 and fill it in a large group discussion in the light of the discussions and lessons learned from them.

Table 1. Basic types of communities in the life of adolescents

Action	Environment opportunities	Man opportunities	Risks of the environment	Man Risks	Plan
Life in the institution /service community					
Life in the broad community of biological family					



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Life in the community of peers outside home					
Life in other important communities					

### Session 3: Understanding the subject's knowledge and discussion

Represent the suggested definitions or ones you know and discuss them with the participants. These definitions are good to be used as a reason for thinking in the group of specialists on how to present them to young people, as well as to understand the examples of their practice of successful inclusion of adolescents or those who have left home in certain communities and examples of difficulties that they have experienced in their attempts to connect with a community.

You can use the following methods:

Method 1: Invite the participants in small groups to draw a picture that symbolizes the meaning of the community and indicate the characteristics that makes a group of people a community. Discuss in a large group the answers and summarize the community features, given by the group, by comparing them with official definitions of community.



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Method 2: Ask the trained to think about difficulties in working with the adolescent on the basis of their case within 20 minutes and discuss them in small groups. Each small group then presents the results - general and specific difficulties, in the big group, to draw conclusions and lessons from this experience. A large group discusses appropriate strategies to overcome these difficulties.

Method 3: Suggest Tables 2, 3 and 4, by presenting or printing them. Take 10 minutes to read and clarify the content. Ask for 15 minutes in small groups or in pairs the trained to continue the rows with their own ideas. For example, they can add new rows to them.

#### Session 4: Skills training

Work with participants to fill Tables 2, 3 and 4 in pairs or small groups. They have already added their own rows, and it is a good idea to start filling in the blank boxes for each of the rows listed in these tables. You can offer participants to divide into pairs by using the Role Playing method in which one of the specialists “becomes ”a teenager and the other stays in his role. The tables include community-based topics, following the content of Table 1 and the additions from the experts: living in the institution/service community; in the broad community of the biological family and in the community of peers outside home.

#### Theme 1. Life in the institution/service community

Due to their long stay in the institution or service and the provision through it of basic care and opportunities in return of the absent or insufficient family environment, the adolescents develop a sense of belonging to the group of peers in the service, to all children and adolescents living with them, as alumni dedicated home and strong identification with the community of children, deprived of parental care and living in service. This topic is important for how children will develop their personal development plans after leaving this service. What links are important to them and how, what relationships in the service they value and would transfer to the next communities they seek to



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belong to, what are the risks associated with belonging to that community - these are important issues to discuss with theme 1.

Table 2. The life in the institutional community /service

Life in the institution/ service community	Enviroment opportuni-ties	M a n opportuni-ties	Risks of the enviroment	M a n Risks	<i>Integration Plan</i>
<i>T h e community of peers, that I live with in the service</i>					
<i>T h e community of all children in the service</i>					
<i>T h e community of children from institutions</i>					



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<i>O t h e r c o m m u n i - t i e s</i>					
<i>P a s t E x p e r i e n c e</i>					

## Theme 2. Life in the broad community of the biological family

The biological family remains a lasting factor in the life of children throughout their lives, with all the opportunities and risks that lie in the difficult relationships in it. Sometimes the relationship with closely-related and relatives, who are well-intentioned and ready to assist the adolescent in his/her growth, becomes a chance to develop and an incentive to connect with productive relationships and activities. Other times the complex belonging to many and discrepant communities confused the adolescent and puts him in a conflict of loyalty between them. These questions should be put in the discussion of the topic of the extended biological family and the communities to which it belongs.

Table 3. Life in the broad community of the biological family

<i>L i f e i n t h e b r o a d c o m m u n i t y o f t h e b i o l o g i c a l f a m i l y</i>	<i>E n v i r o n m e n t o p p o r t u n i - t i e s</i>	<i>M a n o p p o r t u n i t i e s</i>	<i>R i s k s o f t h e e n v i r o n m e n t</i>	<i>M a n R i s k s</i>	<i>I n t e g r a t i o n P l a n</i>





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<i>E t h n i c o r i g i n</i>					
<i>N e i g h b o u r- h o o d , q u a r t e r , b i r t h p l a c e</i>					
<i>R e l a t i v e s a n d c l o s e- r e l a t e d</i>					
<i>B u l g a r i a n n a t i o n a l i t y</i>					
<i>E u r o p e a n c i t i z e n s h i p</i>					
<i>O t h e r c o m m u n i- t i e s</i>					
<i>P a s t E x p e r i e n c e</i>					

### Theme 3. Life in the community from peers outside the home

Developing and operating in ever-wider communities, the adolescent is well to be aware of the risks, to which certain behaviors or specifics of certain communities, beyond those of his institution or service, and of his biological family may lead. Drawing together the personal development plan for positive and developing communities can be the subject of a conversation about completing the following table.



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Table 4. Life in the community of peers outside the home

Таблица 4. Живот в общността от връстници извън дома

<i>Life in the community of peers outside the home</i>	<i>Environment opportunities</i>	<i>M a n opportunities</i>	<i>Risks of the environment</i>	<i>M a n Risks</i>	<i>Integration Plan</i>
<i>Interest communities - languages, sports, arts, etc.</i>					
<i>Internet communities</i>					
<i>P u b l i c places for entertainment</i>					



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<i>O t h e r c o m m u n i - t i e s</i>					
<i>P a s t e x p e r i e n c e</i>					

*Maintain a training process that follows the Lundey model*

See suggestions in the "For specialists" section. Choose methods to introduce them.

Method 1: Give the techniques by presenting or printing them. Take 10 minutes to clarify the task and read the techniques. Ask for 15 minutes in small groups or in pairs the trained to continue the techniques with their own ideas.

Method 2: Ask the trained to think about the difficulties in working with the child within 15 minutes on their own cases. Let them present these difficulties in the group. Invite the trained to return to the small groups (or pairs) and ask them to think out ways to cope with the difficulties.

Method 3: In role plays, select a situation of interaction between the adolescent and a particular community to which he belongs. It is good to be an experienced one by the participants. Suggest in small groups to discuss the opportunities and the risks for the adolescent of this interaction. Invite each of the groups to propose a strategy to overcome the risks and take advantage of opportunities. These solutions can be put on a poster and present for a general group discussion. It is also possible for each group to play its scene demonstrating tough relationships and a strategy to solve them. The groups play their scenes and lessons are drawn from what they see and experience. The conclusions



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are described and the specialists can use them in their work with adolescents individually or in groups. They can discuss them and add those that the adolescent offers.

For specialists: Knowledge:

The necessary knowledge, you can introduce to the young person is presented in the section re/general knowledge. Of course, you can supplement them, enrich, and find your own words to present them to the young person when you work with him.

The main tool in the development of the IP are the tables proposed, which structure the work and document the results.

Skills in the development of the IP. The basic skill is the process of dialogue with the young person, as a result of which he learns to think about himself and others, to get acquainted with the communities in which he is about to join. The process of partnering the child in the work on the plan is more important than planning itself. This is because in this partnership, perhaps for the first time, he will think about his past, will acquire skills for self-reflection, and learn to translate his fantasies about the future into an action plan. It is very likely in the beginning that thinking about the future is difficult and sometimes impossible. Therefore, the relationship with the specialist should be regular and continuous in time.

Training style - Follow the style of the “Lundey“ method.

Tasks for specialists:



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- Giving knowledge to adolescents - from General knowledge.
- Developing skills for self-knowledge - in the partnership process.
- Developing skills to use opportunities – studying past experience, gaining knowledge.
- Developing skills to deal with risks - learning from past experience, planning and testing the IP.
- Developing work skills - within the service, learning from past experience.
- Create a plan.

## Techniques for working with adolescents on the theme "Communities" under the "Lundey" Model

According to this model, professionals should ensure the participation of children through the four elements that provide:

- a safe space for participation,
- helping to express their views,
- the inclusion of their views in their individual plans, in the project methodology,
- turning individual plans into action.

Exemplary ways of introducing children and adolescents to “Communities”:

1.Ensure the safe environment in which the child/adolescent can discuss this topic by:



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- Provide information about the project and about the roles that you and the adolescent go in, the goals of the project. Check to see if they match the adolescent's goals - what he likes about the project idea and what bothers him.
- Promise that you will keep confidentiality when discussing facts from the life and experience of the adolescent, his opinion on various institutional issues.
- Creating rules of collaborative work on plan development and thinking about environments.

*For example: This project will enable us to figure out how to better deal with your life plans after leaving the service. This will take time to prepare. We'll see each other each ..... and we'll think together for 30 minutes. These are the rules - what do you think shall we manage? These conversations are between me and you. I will discuss what you have decided, but I will not issue things that you warned me not to tell other people. How do you imagine our work together?*

- Be open minded. The child should know that he can talk to you even on not very comfortable topics. Focus not on minor issues such as dressing style, for example, and talk more about the bigger things that carry more risks.
- Discuss the themes in a relaxed and secure environment, in a place that is comfortable and enjoyable for the child.

2.Ensure inclusion of the child with his opinion and experience through:

- enough time for the child to ask questions and comment on the project and work on the plan.
- using different training formats: discussing the mentor's or adolescent's own experience, playing roles, drawing or doing things related to the topic, grouping tasks to connect and study certain communities, small group initiatives to improve a certain community life, reading information and clarifying personal ideas and plans.



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- Ask questions to help the teenager understand his experience.

*For example: "What makes this community an environment, where I can feel secure and safe? What does life in this community gives me, what does it develop in me? How do I imagine this community can help me when I leave the service? How do I understand that a certain attitude to me is dangerous or unacceptable? What successful strategies have I used so far to protect myself or deal with dangerous community relationships? What are the cases where it is important to say "no" and refuse some action that is dangerous to me? At a difficult moment from whom would I ask for help? What would help me do better in communicating with others? What can I change to communicate better? What should I ask or what should I deny to feel more welcome in my group or community?"*

### 3. Ensure that the child is the main author of his plan:

- Record his/her opinion in the plan.
- Hear carefully the ideas of the child, do not rush to think instead of him.
- Encourage the child to think, fantasize, offer variants, do not discourage, criticize, mentor.
- Ask his/her permission to submit the plan to team meetings or group discussions.
- Do not fix the plan without the child's approval.
- Allow the child to choose the methods for your joint work on the plan.
- Allow the child to discuss his plan with other people, with community and peers.

### 4. Ensure that the plan written will be tested in life

- Encourage the child to do small steps to change in its relations with individuals of his group or community and discuss what happened by drawing lessons for the skills that must be



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mastered to improve his relationships with other members of the community or to protect his dignity and interests in attempts to abuse.

- Together with the child, consider opportunities for inclusion in a variety of communities, to which it is interested, but does not believe he can become part of them. Encourage him to seek information and to get acquainted with the realities of the life of the people in this community so that he can choose to be informed and participate in it and how to approach it.
- Do not say that the plan is impossible. Do not underdevalue the child's ideas, take them seriously and responsibly.
- Check with your project partners the realism of the plan.
- Track whether the ideas of the plan have been discussed or verified in reality.
- Track who is responsible for realizing the plan and look for this responsibility from the person specified in the plan.
- Support the plan.
- Discuss the support of the plan in the team plan before proceeding.

#### IV.2. Institutions and services - opportunities, risks and dealing with them

*The institution* is an established form of action, organized according to generally accepted principles of conduct, that regulates important areas of [public life](#) and which remains lasting in time.

Institutions are an important part of the public relations as they make collective action possible, coordinate citizens' patterns of behavior, reduce conflict, facilitate resolution, and make social interaction more predictable. They support [social order](#), by providing the participants in public life with the necessary cognitive and normative orientations. They give people clarity about





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what is expected from them in different situations, and so play a socializing role. Institutions regulate the dissemination and access to various socially important values such as health, peace, power, knowledge, education, etc. They mitigate the conflicts associated with them by providing the participants with orientation and modeling their preferences. The rules and behavioral practices of the institutions are learned and accepted not only by the participants but are acknowledged and expected by outsiders to the specific social action. Institutions have a legitimate authority to manage certain sectors of public relations.

*Official Institutions* are based on written rules that prescribe specific roles for the social actors, such as those who implement them, have passed through special training institutions, or have been elected, appointed, etc. to exercise those roles. Formal institutions are the court, school, political parties, etc.

*The office* is a government or municipal structure, designed to achieve a particular purpose or service delivery. These may include company and tax registration activities, social activities and personnel training, issuing of any civil documents, exploration, planning and provision of infrastructure projects, forecasting developments in a socially significant area, analyzes and manage processes with public and state importance, etc.

Establishments are the specific structures of the institutions, through which a particular sphere of social life is governed. Establishments can also be called "office" or "bureau", for example. social service, labor office.

*The service* is an action that helps a person or a group of people to accomplish goals and tasks. There are social, health, educational, business, financial, and others services. Some of the services are material, while others are related to performing certain actions for the ones in need.

### *Significance of institutions for adolescents, living in services*



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Different public institutions are organized around different individual needs of the citizens. Most of them aim to provide resources and opportunities to improve the well-being of each of them.

While in residential services, adolescents have at their disposal the basic material and non-material resources to help them develop and protect their health and safety. Home and specialists take care of this by fulfilling important functions of the family environment.

Research shows that more and more adolescents, when they are 18 years old, continue to rely heavily on their parents' support to gradually move to the independent life of adults. Of them, about half remain in their parent families until they are twenty-second years old. (Morse, A., 2015) At the same time, youths from residential services should leave their home immediately after the age of 18. They are expected to start their own lives in a self-sufficient way ( to find housing, work, create new relationships in a new place, start self-care for their budget, health and education, protect themselves from the risks of life in society ).

A number of countries have taken changes in their policies, so that they continue to accompany the young person in the first few years outside institutional care. In Bulgaria, such community-based services are already being set up to support young people in their early adulthood to have equal opportunities for full realization in society. This project also helps professionals to assist young people before and after institutional care by preparing them to prepare a life plan and teaching them how to protect themselves from the risks that accompany the social roles they are expected to enter into mature age.

Adolescents need to know the different types of institutions and services to be able to take advantage of the opportunities offered to them. They need to be aware of the rules and roles, they enter, when communicating with institutions; to know their rights and responsibilities as citizens; to avoid risky actions and behaviors.

### *Specific risks of institutions for adolescents living in services*



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The most important thing the home gives to young people from institutions is the structure and organization of their everyday life and direction of development. When he leaves the house, the youth loses that structure and direction. This can lead to a serious emotional and social crisis for him. It is therefore important for the adolescent to be aware of what is waiting for him when he turns 18 and who is his new supportive people and institutions that he can rely on in difficult moments after leaving the institution. This project is trying to make exactly that link and to ensure a smooth and relatively painless transition to growing autonomy.

If an adolescent is not prepared to autonomously connect with institutions that provide opportunities and support for his or her needs, there is a risk of:

- Neglect of self-care - health care, maintenance of personal hygiene and home hygiene, seeking health care, prophylactic examinations with the GP, healthy eating, sports and physical activities, etc. This will lead to illness and chronic suffering.
- Staying without secure shelter, homelessness - difficulty in renting an advantageous home, inability to seek institutional help and negotiate with landlords, difficulty in complying with the rules of neighborhood relations, etc. This would lead to the street being left and risk of falling into dangerous and criminal environments.
- Neglect of professional development - difficulty in choosing a field for professional realization, inability to orientate on the labor market on its own, lack of information or lack of self-confidence to continue education at a vocational college or university, self-sabotage in the process of personal professional development and training, etc. This can lead to deepening poverty and loss of values and meaning in life.
- Inability to maintain own budget, indebtedness and impoverishment - waste of money, lack of a financial plan for the near and farther future through savings, non-payment of taxes and obligations, involvement in illegal or risky credit transactions, etc. Such behaviors usually lead to severe impoverishment, lack of money, abuse and criminal acts, risks to one's own life.



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- Non-observance of the order and rules of life in society - violation of civil norms of life, committing illegal and unlawful actions. This is particularly dangerous for the adolescent, because it can easily lead to conflict with the law and lead to criminal consequences.

Often, however, the institutions themselves can be organized in a way that excludes and discriminates against some of the citizens, and it is likely that adolescents will have encounters with such institutions. Relations with institutions can engage him/her in actions related to corruption and abuse, as well as communities. In these cases, it is important for the adolescent to be able to defend his/her rights and to require assistance and support from certain institutions, as well as to organize in groups for the protection of certain rights and opportunities.

Along with this institutionalized adolescent can feel alone to seek assistance and support from social services and be active in accordance with protecting his own interests. It is therefore important for the institutionalized adolescent to know the opportunities that various institutions - social, health, financial, human rights and others - provide and connect with them. The adolescent should also know the diverse civil, non-governmental organizations, so that he/she can connect and stay in touch with them, to assist them through becoming a volunteer fighting for civic causes these organizations pursue and express his/her views and positions on pressing public affairs.

Protecting our own rights and actively seeking social services for assistance on different life issues are two important skills to tackle bureaucracy and public sector discrimination.

Planning processes, related to the adolescent's relationship with the institutions:

*For trainers: Training of specialists on the topic "Institutions".*

**Sample Training Schedule:**



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1. Introduction to the topic and tasks of this module, presentation of the method of work in the training. Heat-oriented and interactive tasks.
2. Setting up to the training topic through a personal experience analysis - 60 minutes.
3. Understanding the knowledge of the training topic and discussion of the topic experience - 90 minutes.
4. Skills training - 180 minutes.
5. Summary and feedback. Identifying supervising topics - 40 minutes.

#### Session 1. Introduction.

In the initial meeting with the participants in this module, it is good to introduce them to the theme of institutions and services through some type of warming up and acquainting the members of the group games. One such opportunity is, for example, to present yourself through the institution or service from which they come, their role in it, the responsibilities they have. Each of the specialists can present themselves in one or two qualities they believe they possesses, that make them particularly suited to work in this type of institution or service. Finally, the qualities of all the specialists of one type of role and institution in the group are summed up by the lecturer and are supplemented by other important qualities through the discussion in the big group.

Follows a presentation of the method of working with this topic during the training. Issues and challenges of working on this subject are raised by the participants in the training that will be discussed by the trainers when working with the specialists on the subject.

Discussing the need to work with children on the theme of institutions and services - why it is important, from their experience, what are the most important links with institutions for children from services during their stay there and even more after leaving the service, how children connect with these institutions and what are the challenges to them when they do.



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## Session 2. Adjust to “Institutions”.

In order for the specialists to successfully partner with the adolescent to draw up his plan, it is important for them to go through an exercise to reconsider their personal experience. We offer several methods, that can begin setting up specialists on the theme of the institutions:

- Suggest to specialists to explore their own attitudes to the relationship with different public institutions: What is it for you to go to a doctor, a bank, a municipality, fill out your tax return, plan your family budget, etc.? Suggest a metaphor, a symbol that most accurately expresses their own experience when communicating with a particular type of institution. Discuss the meaning of these symbols in the trained group. What it says about our common attitudes towards the institutions - what our expectations are, what our fears are. Invite participants to give examples of their own experiences that have led them to this attitude.
- Identify with participants what are the opportunities that separate institutions give to people of the reality they know. Also discuss the risks that may arise if these opportunities are absent. This task can be done in small groups for the same type or for different institutions, and compare the results in the larger group and learn lessons.
- Together with participants discover situations that make the opportunities and resources of certain institutions inaccessible to certain groups of society. Ask them to think about the following questions in small groups: Do you think that your alumni from the service will have equal access and in what situations and for what reasons they will not be able to take advantage of these opportunities? Where do you think are the most serious obstacles? Give examples from your practice. Discuss the results in a large group and summarize what you have learned.



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- Discuss in small groups the marked obstacles to access to services of a different kind and the participants try to develop strategies that reduce these obstacles and increase opportunities for young people. Invite specialists to suggest how these strategies can become part of their work with young people on their individual life plans in society.
- Identify those specific qualities and characteristics of young people from institutions and services that make them particularly vulnerable to discrimination and stigmatization in different institutional contexts of their life in society. In small groups, specialists may think about the ways they could discuss and prepare adolescents for encountering similar situations.
- Look at Table 1 together and complete it in the light of what has already been discussed and the lessons learned:

Table 1. Basic needs and relations with the institutions that satisfy them.

Action	Opportunities of the environment/ institution	M a n Abilities	Risks of the environment/ institution	M a n Risks	Plan
Health care and hygiene					
Providing housing					



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Education a n d profession - n a l training					
Managing personal resources					
Complian- ce with law and order					
Protecting your own rights					
Search and use of social services					
O t h e r important relation- ships with institu- tions					





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P a s t experien- ce with institu- tions					
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### Session 3: Understanding the subject's knowledge and discussion

Present the proposed definitions of institution, office and service. You can also use your own ones. Discuss them with the participants. These definitions are good to be used as a reason for thinking in the group of specialists on how to present them to young people, as well as to consider examples of their practice for successful interaction of adolescents or those who have left home with certain institutions and examples of difficulties that they have experienced in their attempts to contact an institution.

You can use the following methods:

Method 1: Invite participants in small groups to share one successful and one unsuccessful communication with a public institution. At the poster, each group presents their findings from the analysis of personal situations by answering the questions: 1. Which communication strategies are successful and which are not from the participants' analytical experience? 2. How would they teach this knowledge to adolescents from their service?

Method 2: Ask learners within 20 minutes to consider difficulties that certain adolescents experience in their relationship with the service or institution they belong to at the moment. The individual cases should be discussed in small groups. Then, in the big group, each small group



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presents the results - general and specific difficulties that the children of the services experience with their own institution, the sources of their failure or difficulty and possible steps to change the relations or rules in the institution, that will give rise to a positive learning and interacting with institutions. In a large group, appropriate strategies for individual or group work to overcome the difficulties encountered, are discussed.

Method 3: Suggest tables 2 to 8 by presenting or printing them. Take 10 minutes to read and clarify the content. Ask for 15 minutes in small groups or in pairs the trained to continue the rows with their own ideas. For example, they can add new rows to them.

#### Session 4: Skills training

Work with participants on filling tables of 2 to 8 in pairs or small groups. They have already added their own rows, and it is a good idea to start filling in the blank boxes for each of the rows listed in these tables. You can offer participants to divide into pairs by using the Role Playing method in which one specialty “becomes” a teenager and the other stays in his role. The tables include topics for individual needs and situations that require seeking assistance from a particular type of institution. The topics of the individual tables follow the content of Table 1. If the specialists have added something there, then this topic should also be developed in a separate table. The topics that link the young person's needs with public institutions are as follows:

- Health and hygiene care
- Providing housing
- Education and professional training
- Managing personal resources
- Compliance with law and order



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- Protecting your own rights
- Searching for and using social services.

### Topic 1. Health and hygiene care

This topic is particularly important when leaving institutions, when young people have to take full initiative to maintain their physical health and good body hygiene. This will depend on their success in a number of areas of their individual realization. It is good to train them with this addiction and the adolescents themselves start exploring it and become proactive and interested in this area while they are at home.

Table 2. Health and hygiene care

Table 2. Health and hygiene care

<i>Health and hygiene care</i>	<i>Opportunities of the environment/ institution</i>	<i>M a n opportunities</i>	<i>Risks of the environment/ institution</i>	<i>M a n risks</i>	<i>Plan for successful communication</i>
<i>Visit to the GP</i>					
<i>Maintaining good personal hygiene</i>					



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<i>Maintaining the hygiene of t h e environment for life</i>					
<i>H e a l t h y eating</i>					
<i>Sports and p h y s i c a l activity</i>					
<i>Emotional health and s e e k i n g professional help</i>					
<i>Sexual health a n d prevention of u n w a n t e d pregnancy</i>					
<i>O t h e r activities</i>					
<i>P a s t experience</i>					



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## Topic 2. Securing a home

It is possible for some of the people leaving the service finding a home to become a serious problem and leave them on the street - lack of interested relatives, closure of the adolescent and difficulty finding a job, etc. It is a good idea to plan this problem early together with the adolescent, and to take realistic measures by developing skills and drawing a reasonable plan based on existing opportunities in the environment.

Table 3. Providing a home

<i>Providing a home</i>	<i>Opportunities of the environment/institution</i>	<i>Main opportunities</i>	<i>Risks of the environment/institution</i>	<i>Main risks</i>	<i>Plan for successful communication</i>
<i>Search for a home</i>					
<i>Negotiating conditions with owners, banks, etc.</i>					



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<i>Comply with the rules in the contract</i>					
<i>Maintain good neighbourhood relations</i>					
<i>Admitting people to the home</i>					
<i>Other activities</i>					
<i>Past experience</i>					

### Topic 3. Education and Professional Qualification

Adolescents from service will most likely have difficulties finding a good job and self-support, which is of great importance to them, if they are not well trained and educated during their stay in the service. Planning for good education and professional qualifications and assessment of the adolescent's personal opportunities and interests are important long-term job assignments, that will provide him with more opportunities after leaving and will protect him from serious risks of poverty, homelessness, entry into the gray sector in the labor market, etc.



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Table 4. Education and Professional Qualification

<i>Education and Professional Qualification</i>	<i>Opportunities of the environment/institution</i>	<i>Main opportunities</i>	<i>Risks of the environment/institution</i>	<i>Main Risks</i>	<i>Plan for successful communication</i>
<i>Motivation for study and development</i>					
<i>Choosing a professional career</i>					
<i>Preparation and application in EI</i>					
<i>Relations with lecturers and colleagues</i>					
<i>Learning and methods of learning</i>					
<i>Other activities</i>					
<i>Past experience</i>					



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#### Topic 4. Managing personal resources

The greatest risk after losing shelter and work for adolescents in institutions is the poor management of personal funds. The propensity to waste money quickly and the difficulty of planning the expenditures is a particularly difficult task in the presence of a variety of needs, that the adolescent from the institutions must serve alone. That is why the work on this topic is an important part of planning the tasks of the previous topics.

Table 5. Management of Personal Assets

<i>Management of personal assets</i>	<i>Opportunities of the environment/institution</i>	<i>M a n opportunities</i>	<i>Risks of the environment/institution</i>	<i>M a n Risks</i>	<i>Plan for successful communication</i>
<i>Get access to grants and scholarships</i>					
<i>Manage your own budget</i>					
<i>Negotiating of loans and credits</i>					
<i>Tax liabilities and their repayment</i>					





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<i>O t h e r activities</i>					
<i>P a s t experience</i>					

### Topic 5. Compliance with law and order

Knowledge of law and order in a particular society guarantees a great deal of the personal security and success of the adolescents in service after leaving the service. So far, the main concern for the rules has been in the hands of the service specialists and the principles and rules they have introduced. The world of adults is governed by a number of rules that it is good for teenagers to know and follow before leaving home.

Table 6. Compliance with law and order

<i>Compliance with law and order</i>	<i>Opportunities of the environment/institution</i>	<i>M a n opportunities</i>	<i>Risks of the environment/institution</i>	<i>M a n risks</i>	<i>Plan for successful communication</i>
<i>Knowing the laws and duties of the citizens</i>					
<i>Rules of behaviour in public places</i>					



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<i>Providing personal information to strangers</i>					
<i>Safe behavior in electronic media</i>					
<i>Relations with security institutions</i>					
<i>Avoiding dangerous places and groups</i>					
<i>Securing the home</i>					
<i>Other activities</i>					
<i>P a s t experience</i>					

## Topic 6. Protecting Your Own Rights

Children from institutions and services are particularly vulnerable to discrimination group, because they are usually not available after leaving the home of the broad network of social



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connections and protection of their families. On the other hand, society does not look the same way, and often treats these children as incomplete citizens who only use the money of the state. If these children are from minorities, it makes them even more vulnerable to different types of abuse. That is why adolescents is good to be well aware of their rights and the ways in which they can defend themselves by taking advantage of the opportunities that human rights institutions and organizations provide.

Table 7. Protecting Your Own Rights

<i>Protecting your own rights</i>	<i>Opportunities of the environment / institution</i>	<i>Man abilities</i>	<i>Risks of the environment / institution</i>	<i>Man risks</i>	<i>Plan for successful communication</i>
<i>Knowledge of own rights and discrimination</i>					
<i>Knowledge and connection with human rights institution</i>					
<i>Defending your rights</i>					



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<i>A v o i d behaviors that discriminate other people</i>					
<i>O t h e r activities</i>					
<i>P a s t experience</i>					

Topic 7. Searching for and using social services

Opportunities to properly use the diverse resources of the social system require guidance skills in the social system and the services it provides. Not all are so clear and publicly proclaimed, not all are looking for adolescents from the services to give them opportunities. It is necessary for the young person from service to be competent on the network of services and, if necessary, to know how to look for those services, who to connect with and how to overcome the bureaucracy and exclusion he may encounter in their places.

Table 8. Searching for and using social services.

<i>Search and use of social services</i>	<i>Opportunities of the environment / institution</i>	<i>M a n abilities</i>	<i>Risks of the environment / institution</i>	<i>Man risks</i>	<i>Plan for successful communication</i>
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<i>Knowledge of local social services</i>					
<i>Negotiation and participation in the preparation of a support plan</i>					
<i>Engaging in a plan of action and change</i>					
<i>Other activities</i>					
<i>Past experience</i>					

*Maintain a training process that follows the Lundey model*

See suggestions in the "For specialists" section. Choose ways to introduce them.



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Method 1: Give the techniques by presenting or printing them. Take 10 minutes to clarify the task and read the techniques. Ask for 15 minutes in small groups or in pairs the trained to continue the techniques with their own ideas.

Method 2: Ask learners to think about difficulties in working with the child within 15 minutes on their own cases. Let them present these difficulties in the group. Invite learners to return to the small groups (or pairs) and ask them to come up with ways to cope with the difficulties.

Method 3: In role plays, select a situation of interaction between the adolescent and a particular institution. It is good to be from the experience of the participants. Suggest in small groups to discuss the opportunities and risks for the adolescent of this interaction. Invite each of the groups to propose a strategy to overcome the risks and take advantage of opportunities. These solutions can be put on a poster and present for a general group discussion. It is also possible for each group to play their scenes in which they demonstrate a difficult communication with a certain type of institution and a strategy to improve it. The groups play their sketches and draw lessons from what they see and experience. The conclusions are described and the specialists can use them in their work with adolescents individually or in groups. They can discuss them and add those that the adolescent offers.

For specialists: Knowledge:

The necessary knowledge you can introduce to the young person is presented in the general part. Of course, you can supplement, enrich, and find your own words to portray them to the young person when you work with him.



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The main tool in the development of the IP are the tables proposed, which structure the work and document the results.

Skills in the development of the IP. The basic skill is the process of dialogue with the young person, as a result of which he learns to think about himself and others, to get acquainted with the circles in which he is about to join. The process of partnering the child in the work on the plan is more important than planning itself. This is because in this partnership, perhaps for the first time, he will think about his past, will acquire skills for self-reflection, and learn to translate his fantasies about the future into an action plan. It is very likely at first that thinking about the future is difficult and sometimes impossible. Therefore, the relationship with the specialist should be regular and continuous in time.

Training style - Follow the style of the Lundey method.

Tasks for specialists:

- Giving Knowledge to Adolescents - From General Knowledge. Section
- Developing skills for self-knowledge - in the partnership process.
- Developing skills to use opportunities - learning from past experience, gaining knowledge.
- Developing skills to deal with risks - learning from past experience, planning and testing the IP.
- Developing work skills - within the service, learning from past experience.
- Create a plan.



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## Techniques for working with adolescents on the theme "Institutions and Services" under the "Lundey" Model

According to this model, professionals should ensure the participation of children through the four elements that provide:

- a safe space for participation,
- helping to express their views,
- the inclusion of their views in their individual plans, in the project methodology,
- turning individual plans into action.

Sample ways to present the theme "Institutions and Services" to children and adolescents:

1. Ensure the safe environment in which the child/adolescent can discuss this topic by:

- Provide information about the project and about the roles, that you and the adolescent go in, the goals of the project. Check to see how they fit with the adolescent's goals - what he likes about the idea of the project and what bothers him.
- Promise that you will keep confidentiality when discussing facts from the life and experience of the adolescent, his opinion on various institutional issues.
- Creating rules of collaborative work on plan development and thinking about environments.

*For example: This project will enable us to figure out how to better deal with your life plans after leaving the service. This will take time to prepare. We'll see each*





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*otherevery ..... and we'll think together for 30 minutes. These are the rules - what do you think shall we manage? These conversations are between me and you. I will discuss what you have decided, but I will not tell things that you warned me not to tell other people. How do you imagine our work together?*

## 2. Ensure inclusion of the child with his opinion and experience through:

- enough time for the child to ask questions and comment on the project and work on the plan.
- use of different training formats: discussing the mentor's or adolescent's own experience, playing roles, drawing or doing things related to the topic, visiting institutions together or in a group and discussing, reading information and clarifying personal ideas and plans.
- Ask questions to help the teenager understand his experience.

*For example: "What makes institutions an environment, in which I can feel secure and safe? What in my experience with institutions up to date makes me believe that I can handle my communication with the employees there? For which institutions do I want to learn more? From which institutions and professionals do I find it difficult to seek help? What would help me do better in communicating with certain institution? What can I change to communicate better? What should I ask for or what should I deny to feel more welcome?"*

## 3. Ensure that the child is the main author of his plan:

- Record his/her opinion on the plan.
- Hear carefully the ideas of the child, do not rush to think instead of him.
- Encourage the child to think, fantasize, offer variants, do not discourage, criticize, mentor.
- Ask his/her consent to present the plan to team meetings or group discussions.



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- Do not fix the plan without the child's consent.
- Allow the child to choose the methods for your joint work on the plan.
- Allow the child to discuss his plan with other people, with community and peer people.

#### 4 . Ensure that the plan written will be tested in life

- Do not say that the plan is impossible.
- Do not devalue the child's ideas, take them seriously and responsibly.
- Check with the project partners the realism of the plan.
- Track whether the ideas of the plan have been discussed or verified in reality.
- Track who is responsible for realizing the plan and look for this responsibility from the person specified in the plan.
- Support the plan.
- Discuss the support of the plan in the team before proceeding.

#### IV.3. Work and working environment - opportunities, risks and coping with them

Work offers people a role in the society, through which they evolve and contribute to the development of society. For young people living in services, the work develops a new identity for the young person - one who gives him the opportunity to get out of the service capsule and get involved in community life. The work helps the adolescent gain recognition as a competent person on the wider environment, through which to develop wider social capital (new friends and learning and mentoring opportunities), hard (business-related) and soft (relationship-related) skills. (Gilligan, 2018)



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The author suggests the professionals to review the understanding of the chronology of development - work follows the training. Instead, they have to assume that work can be an incentive for a person to return to discontinued learning and to realize the importance of the experience gained in the transition to adult life through volunteering, internship, part-time job. Therefore, it is important for professionals to pay attention to hobbies and interests as a way to work successfully, focusing on realistic expectations of adolescents in their practice (Gilligan, 2018).

#### *The work environment and risks associated with it*

The work environment may be risky for the young person, both due to processes related to it and because of the risks associated with the adolescent. For example, risks in the environment are exploitation, violence, the dangers related to physical survival. Some work environments are not legally regulated, putting the young person at risk. Each profession has its own specific risks and their discussion takes place in the process of career guidance.

The specific challenges, related to adolescents living in services, are several.

- They often change jobs.

Leaving the workplace is an important topic, that needs to be discussed with young people, so that this experience, often described as traumatic, can be meaningful instead of repeating itself. Leaving a job is related to an experience of failure, insult, abuse, discriminatory practices. This experience has to be "corrected", so that the young person can understand it, gain the necessary knowledge both for the environment and for its contribution to the event. That is why in every area considered in the methodology there is a study of past experience.

- Control of emotions and behavior

The primary role of the parent is to overcome the anxieties and fears of the young child. Over time, this role of the parent is assimilated by the child and begins to control his emotions and behavior. When the parent is missing in the early childhood, the child has difficulty developing that capacity.



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In situations where he feels anxious, he responds automatically, without giving any thought to the cause of his anxiety, his reaction, and the opportunity to find more appropriate. This is a difficulty in integrating children from institutions that have failed to integrate the ability to master emotions from their parents.

- Difficulty to postpone pleasure

According to Freud, the ability to work is an indicator of successful development. For him, people unconsciously strive only for obtaining pleasure, which they want to satisfy immediately. The ability to postpone their satisfaction is a question of man's ability to postpone that satisfaction in time. This ability develops until the age of 6, the years in which parents help control, study and control their desires to enjoy and replace them with acceptable activities. For Freud, the pleasure of expressing aggression and sexual desires, to this age, must be replaced by the pleasure of creating, and reaching acquisition of skills and success.

Work-related processes planning: finding motivation, searching for and finding work, keeping the workplace, leaving:

For trainers: *Training of specialists on the topic "Work"*.

Example Educational Schedule:

1. Introductory exercises /games/ and accepting rules that the group will follow during the training
2. Setting up the training topic through a personal experience analysis - 60 minutes
3. Understanding the knowledge of the training topic and discussion of the topic experience - 90 minutes
4. Skills training - 180 minutes



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## 5. Summary and feedback. Identifying supervising topics - 40 minutes

### Session 1

The main goal of this session is to create the so-called group cohabitation - the members of the group to feel like a team, united by a common task, experience, curiosity, difficulties. It is important for everyone to be represented by their experiences, successes and difficulties in their work to indicate if any, requests to training.

### Session 2.

Adjustment to the training topic - Take enough time for the professionals to go through an exercise to grasp their personal experience on the topic of "work." You can use the following method to invite participants with the following suggestions:

- Recall an episode of your life, related to job search. What involved this process and what skills you needed for it.
- Identify the risks and opportunities of this process
- Discuss in pairs how you increased opportunities and reduced the risks, ie. your workplace development strategies.
- Take a look at the table below and complete it with what you have learned in the exercise



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Action	Opportunities of the environment	Main abilities	Risks of the environment	Main Risks	Plan
Motivation					
Job searching					
Apply for job					
Starting a job					
Work					
Leave					

Session 4: Understanding the knowledge of the training topic and discussion of the topic experience - 90 minutes

Present definitions by taking into account that they are taken from publicly accessible sites, from which you can extract additional materials. Use the definitions only as a reason for thinking in a group on how to represent them to young people, as well as on understanding good and unsuccessful inclusion of young people in the labor market. You can use the following methods:

Method 1: Give the tables below, presenting them or printing them. Take 10 minutes to read and clarify the content. Ask for 15 minutes in small groups or in pairs the learners to continue the rows with their own ideas. For example, they can add new rows to them.



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Method 2: Ask learners to think about difficulties in working with the child within 15 minutes on the basis of their own cases. Let them present these difficulties in the group. Invite learners to return to the small groups (or pairs) and ask them to come up with ways to cope with the difficulties.

### Session 3: Skills training - 180 minutes

#### Method:

Present the tables to participants. They should be printed in advance in order to be able to work directly on them. The materials are on the following topics: finding motivation, searching and finding job, keeping the job, leaving.

#### 1. Discover motivation

Introduction to the topic of setting up specialists to it. A possible introduction is: "The motivation of adolescents is often uninformed, even more often influenced by foreign opinions, and therefore its discovery is a process of self-knowledge. The discovery of motivation is an analysis of the accumulated positive and negative experiences, of dreams, of foreign experience, of examples in the family and in the friendly group. In general, the motives are listed in Column 1.

Invite specialists to fill in the role-playing - specialist - youth the table below.

<i>Motivation</i>	<i>Opportunities of the environment</i>	<i>Man Abilities</i>	<i>Risks of the environment</i>	<i>Man risks</i>	<i>Plan for integration</i>



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A relationship with a significant adult	Relationships on development	Active	Relationships on abuse	Does not respect rules	<i>Skills for contract with the employer for mentoring and compliance on rules</i>
Means					
Belonging to a group					
New social experience					
Knowledge and skills					
S e l f - identification					
P a s t Experience					

### Job search

Introduction to the topic: Job search among children and adolescents from residential services is a continuous issue for them. Some have worked hourly, others have earned money for services, others have worked in their families or in the service. The process of searching and finding job requires efforts, creativity, communication, awareness, but these "details" are rarely discussed. Therefore, in the process of IP workout, specialists should find them together with young people. Thus, these





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young people will gain knowledge not only about how to look for a job, but also about themselves. In general, job search as a process is presented in Column 1 of Table 2.

<i>Job Search</i>	<i>Opportunities of the environment</i>	<i>Man abilities</i>	<i>Risks of the environment</i>	<i>Man risks</i>	<i>Plan for integration</i>
Through institutions	Labour bureau, consultants with abilities to work with young people from service	Curious	Labour bureau is missing	Does not know institutions  Does not know procedures  Can not write	Information and contact with a consultant
Social networks					
Choosing a job place					
Past experience					

### Workplace integration

Introduction to the topic: The ability to work in a working environment is the most important topic, especially for children from services. Establishing and using this environment can become the most



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important factor for the young person. It is important for specialists to explore with the young person how he has worked both in terms of the outcome - the product of work and his development - what he himself has received as a relationships, skills, satisfaction, self-confidence. Therefore, the last line of Table 3 - Past experience may become a starting point for thinking about the future.

<i>Integration on working place</i>	<i>Opportunities of the environment</i>	<i>Man abilities</i>	<i>Risks of the environment</i>	<i>Man risks</i>	<i>Plan for integration</i>
<i>Relationships with employer</i>	<i>Clear requirements, training, preparation for performance on working task, opportunities for development</i>	<i>There is working experience from maintenance on hygiene in service. He organized a group from adolescents</i>	<i>Exploitation - irregular payment, absence on support. Risks for safety</i>	<i>Missing motivation. Bad discipline. Tendency for leaving</i>	<i>Relationship with a mentor. Skills for negotiating</i>
<i>Relations with colleagues</i>				<i>Conflicts with colleagues</i>	



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<i>Quality of work</i>				<i>Mistakes</i>	<i>Receiving on regular reverse connection under attitude of motivation - did I get experience, attitude, skills, belonging?</i>
<i>P a s t experience</i>					

## 6. Summary and feedback. Identifying supervising topics - 40 minutes

It is important at the end of the training to complete with feedback from the participants - in writing or verbally - in order to make their supervision more effective - to meet their real needs.

Training style - follow the style of the "Lundey" method.

### Tasks for specialists:

- Giving Knowledge about Adolescents - From General Knowledge
- Developing skills for self-knowledge - in the partnership process
- Develop skills for using opportunities - learning past experience, gaining knowledge,
- Developing skills to deal with risks – exploring past experience, planning and testing IP
- Developing work skills - within the service, learning from past experience



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- Create a plan

## Techniques for working with adolescents on the subject "Work" under the "Lundey" Model

According to this Model, specialists must ensure the participation of children through the four elements that provide:

- a safe space for participation,
- helping to express their views,
- the inclusion of their views in their individual plans, in the project methodology,
- Conversion of Individual Plans into action.

Exemplary ways to present the theme "Job as a Development Environment" for children and adolescents

1.Ensure the safe environment in which the child/adolescent can discuss this topic by:

- Provide information about the project and the role of the work.
- Promise that you will keep confidentiality when you discuss the work.
- Creating rules of collaborative work on plan development and thinking about environments.

*For example: This project will enable us to figure out how to find a better job after leaving the service. This will take time to prepare. We'll see each other each ..... and*



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*we'll think together for 30 minutes. These are the rules - what do you think shall we manage? These conversations are between me and you. I will discuss what you have decided, but I will not issue things that you warned me not to tell other people. How do you imagine our work together?*

## 2. Ensure inclusion of the child with his opinion and experience through:

- enough time for the child to ask questions and comment on the project and work on the plan.
- use of different training formats. For example, you can do group exercises and facilitate communication between the participants in it
- Ask questions to help the teenager understand his experience.

*For example, "What makes a work environment that I can feel secure and safe?" What makes me enthusiastic in my work? What do I learn in this job? What does my job help to communicate with? What can I change to communicate better? What do I have to ask or what should I deny to feel more welcome?*

## 3. Ensure that the child is the main author of his plan

- Record his/her opinion in the plan
- Think carefully of the child's ideas, do not rush to think instead of him
- Encourage the child, do not discourage him
- Ask him/her to agree to present the plan to teams
- Do not fix the plan without the child's consent
- Allow the child to choose methods for drawing up plans - drawings, maps
- Allow the child to discuss his plan with other people, with community members



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*For example, "Okay, we wrote that you would be looking for a job over the Internet. I do not think you can handle it because it's hard to write, not to mention how to present yourself. Can you? Because if you do not - think who can help you. I will also think. "*

#### 4. Ensure that the written in the plan will be tested in life

- Do not say that the plan is impossible
- Do not devalue, but accept the child's ideas and treat them seriously
- Check with the project partners for the realistic plan
- Track whether the ideas of the plan have been discussed or verified in reality
- Track who is responsible for implementing the plan and look for this responsibility from the person specified in the plan
- Support the plan
- Discuss the support of the plan in the team before proceeding

*For example: "Okay, you wrote your CV with skills and interests. That's great. I have made some corrections - some you have accepted, others - not. As I said, there are consultants who can also think about how to improve your plan. The other thing we can do is to send your CV to a real employer to tell you what he thinks about your performance. "*

#### IV.4. Family and family relations - opportunities, risks and dealing with them

In the context of human society, the family is a group of people linked either by blood (by recognized birth) or by affinity (by marriage or other relationship) or by cohabitation (people who



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have consciously agreed to live together). In general, families can be divided into the following types:

- Nuclear - a family made up of parents (mother and/or father) and their children;
- Extensive - a family built either by a nuclear family as well as relatives of other generations and family ties (e.g. parents of parents, cousins, brothers and sisters, etc.);
- Family built by a single parent (for various reasons) and children
- Family of choice

Members of the nuclear family may include spouses, parents, brothers, sisters, and daughters. Members of the extended family may include grandparents, aunts, uncles, cousins, nephews, brothers and sisters. Sometimes they are also considered members of the close family, depending on the individual's specific relationship with them.

The family has several key features and functions:

- Establishing a relationship with another person based on mutual choice, liking, trust;
- Reproduction of the clan - in patriarchal societies this is a fundamental function of the family. In modern societies, this feature retains its essential importance but is also the leading one;
- Socialization of children - human children need a long period of learning about social norms of behavior. The family is the main unit responsible for this process;
- Preservation and transmission through generations of property and inheritance of any kind (material, status, spiritual, etc.)

For young people who have grown up without parents, in institutional care or children who are refugees and want to stay in Bulgaria, the family is a basic opportunity to integrate into society and build a stable environment for life and development. The family gives them a chance both for



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emotional support and happiness, and for feeling that they are like others, they have a safe harbor, and they can grow healthy and happy children.

*The family environment and the risks, associated with the development of children and young people*

For young people who have grown without parents outside the family environment, there are many risks in the planning, building and family life process. Generally these risks can be divided into three groups:

A large part of the risks for building a family life and living in a family for young people who have grown up without parents and in institutional care are related to creating and maintaining intimacy and trust relationships. Often young people do not have sufficiently developed and mastered skills to:

- creating a relationship of mutual trust,
- respect for the independence and diversity of the other,
- care and emotional proximity,
- negotiating joint activities with others,
- taking responsibility for yourself and others,
- compliance with commitments when compliance requires effort or does not have direct personal benefit from doing so.

These family-related risks include other ones, related to lack of family patterns such as:

- lack of a model of family life and parenting, and therefore of inability or confusion in attempts to set up a family;
- lack of a good model based on healthy family relationships and therefore a possibility of repeating a pattern of violence and abandonment;
- lack of skills to bear frustration;





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- lack of a model of how to deal with understanding and support for the less strong and vulnerable people;
- lack of a model of how to care for a child or a person who is in full dependence on them.

Third types of risks are associated with underdeveloped planning and decision-making skills . These risks can be described as lacking skills for:

- planning important events such as marriage, pregnancy, etc.,
- making decisions based not on a momentary emotional state, but on a judicious assessment of opportunities,
- planning and spending of budget and other material resources, not entering debts.

The latter group of skills are developed throughout life, and the age of adolescence gives for the first time an opportunity to do so with the necessary degree of cognitive development.

#### *Family environment and context-related risks*

The first type of risks are related to the rapid changes in parenting, family life, understanding of the interconnection and regulation of family roles and responsibilities related to them. These types of risks require skills to constantly rethink the correct and "normal" relationships, values and norms in the family. There are large intergenerational disparities and often taboo topics for the previous generation are already normal topics for conversation between next generation representatives. Thus, children can not find an adult, authoritative figure with whom they can safely talk on certain topics. The role of the specialists in this case is both translating - to be able to pass on the necessary content to the different languages of the different generations, and to mediate - not judging and underestimating to succeed in helping to find a common language and mutual acceptance of the two generations.



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The second type of risks are related to the cultural context in which the youngsters were born and grew up. This is important for both refugees and children of different ethnic origin. Different cultures have different models of family, role-distribution and role expectations and responsibilities, values, and correct and wrong behavior. It is important that professionals like some curious researchers to help the young people become aware of these features, how they affect (could affect) their relationship with the selected partner and childcare.

The third type of risks are related to the negative stigma in a part of our society towards the children grown up in institutions, the children of non-Bulgarian ethnic origin, the refugees. In other words, towards the different. It is good for young people to be aware of the presence of this stigma, but also to be aware that it is subject to change in a certain attitude and relation towards others.

The fourth type of risks come from the lack of services for people over the age of 18, focusing on family and parenting. Often there are no trained specialists and services that can adequately support young people on issues related to family and parenting.

*For trainers: Training of specialists on the topic "Family and Family Relations"*

#### Example Training Schedule:

1. Introductory session: Introduction to the family theme, exercises /games/ and accepting rules that the group will follow during the training (90 minutes).
2. Building an own family idea, family relationships - skills and techniques for working with young people (90 minutes).



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3. Knowledge and skills of work to enhance the emotional intelligence of young people - how to better understand others and themselves; peculiarities of healthy relationships; techniques for work with young people (90 minutes).
4. Knowledge and skills to negotiate joint goals - skills and techniques for working with young people (90 minutes).
5. Summary and feedback. Identifying supervision topics (40 minutes).

#### Session 1:

The session has two main objectives:

- to introduce the concept of "family, family relationships", to look at the types of families, to talk about the relations in the family.
- to create an atmosphere of mutual trust and group cohesion - the group's cohesion around a common goal and task.

Planning and family formation is both a very personal process and a process that is linked to a number of factors that are beyond the control and desires of an individual. It is good for professionals to return to the years of their adolescence and to recall their fears, desires, dreams. One good technique for this is the "Life Line" exercise (the specific description of the exercise is in the Methodology for drawing a personal life project). Pay special attention to the age of adolescence by helping specialists recall:

- How did they imagine the family? What did they want to repeat and what not from the model of the parent family?
- At what time and how they made a decision to marry? Who helped them in making decisions?
- What was easy/difficult to plan?



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- What was realized from their plans and when?
- What/who helped them implement their plans?
- What kind of parents did they want to become?
- What has been easy/difficult/necessary/useful in family life as partners and as parents?

Stepping on their experience, let the specialists try to bring out a few key areas that they think are key to creating and maintaining a family, putting them in the table, and thinking about how to fill the other columns. It is important to distinguish: possibility and risk that the family environment brings to the person; external and internal opportunities and risks for the individual.

Tab. 1 My personal experience

Action	Opportunities of the environment	Man abilities	Risks of the environment	Man risks	Plan to cope with the risks
Choice of a partner					
Decisions making					
Planning a family budget					
Co-living					
Planning a pregnancy					
Raising a child					
....					



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Once the participants complete this table, based on their own experience, let them try in small groups to fill it for the young people they work with.

Tab. 2 Risks and opportunities for young people

Action	Opportunities of the environment	Man abilities	Risks of the environment	Man risks	Plan to cope with the risks
Choice of a partner					
Decisions making					
Planning a family budget					
Co-living					
Planning a pregnancy					
Raising a child					
....					

Several key risks are raised during the session, which will be discussed in the next sessions. The authors of the methodology propose to work on: building a clearer picture of the family, enhancing emotional intelligence and acquiring skills for negotiating joint activities and meeting commitments.



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## Session 2:

Parentless growth, survival among violence and neglect, among many abandonments and losses, teaches young people to push, conceal, masquerade, and underestimate their vulnerability, weakness, helplessness, and dependence on others. Most of them, though knowingly unwilling, repeat with their own children the pattern of neglect, violence, abandonment.

An important task for the professionals, working with them, is to give them the opportunity to reconsider what partners and parents they would like to be, and to help them with building confidence that they have the chance to create the dream family, be parents, which their children would need - responsive to their dependence on care, sensitive to their needs, able to control their strength, so as not to harm or take advantage of the weakness, trust and naivety of the young child.

Print and share with professionals this example program for working with young people on this topic. Discuss and practice the proposed techniques. Consider other youth-friendly techniques for individual and group work on the topic.

For specialists (sample program) :

Young people, who leave institutions, often hurriedly strive to create a family. For girls, creating a family most often means connecting with a partner who can take responsibility and commitment to their survival. For boys most often means finding a sexual partner and a person to take care of them. For both sexes, the family brings a higher status in society and the illusion of more security.

Young people, who leave institutions dream of their own family. For them, there is a need to create conditions beyond the care, in which to live with a sense of security. Specialists can work with young people on the following important tasks that minimize the risks of hasty decisions, involvement in non-healthy relationships, and the inability to deal with family conflicts:

Task 1: Reflection of both the idea of a family and the motives that lead them to this desire.



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Exercise "My future family": The purpose of the exercise is to open a conversation about family ideas and the needs of young people that it can satisfy.

Necessary materials: magazines, newspapers, scissors, adhesives, plumsters, color sheets, flipchart sheets, tape.

Step 1:

Instructions to participants: "Each of us dreams of creating a family. For all this means something different. And everyone presents their family differently. In front of you there are various magazines, newspapers, paintings. Take time to look at them and cut these pictures, inscriptions that remind you or are close to your own idea and family dream. Arrange them and stick them on a large sheet. You have 30 minutes to do this. Everyone works individually and collects visual incentives.

After 30 minutes, invite young people to briefly tell what pictures they chose, with what they remind them of a family. It is important not to give good-bad, correct-wrong assessments, but to explore the desires, the ideas, the emotions that stand by the words. The facilitator asks questions like: "Why did you choose this picture? What did you like in it? Do you imagine ...? How will this change your life? When is it good to create a family? What does it mean for you to have a husband/ a wife? and so on.

Step 2:

The leader summarizes what a family is and what the main tasks/functions of the family are. It can stimulate discussion about what a person has to achieve in order to create a family. Each participant retains the collage for next (individual or group) work on the topic.

Session 3:

It is important in the training of specialists working with children leaving institutions to pay attention to how they support young people in acquiring skills that enable them to create and



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maintain healthy and long-lasting human relationships. The two main themes for working on the emotional intelligence of the young people are:

- Distinguishing healthy from non-healthy (violent) relationships
- Skills for mentalisation [1] - Skills to realize and control your own emotions, as well as skills to understand others' emotions
- [1] Mentalisation is a new concept in psychology and means the ability to understand our own and foreign emotions and experiences. This skill is fundamental for both the proper development of the child and the establishment of healthy, non-violent and trustworthy relationships between people. Mentalisation can be considered as a form of imaginary mental activity that allows us to perceive and interpret human behavior from the point of view of intentional mental states (eg. needs, desires, feelings, beliefs, purposes and causes) (Fonagy et al ., 2002).

For young people leaving institutions, it is extremely important to be able to distinguish between healthy and non-healthy relationships. For this, there is more information in the "Intimate Relations Environment" section of this methodology. In the specific work with the young people, it is important that specialists strongly emphasize that violence in any form is detrimental to both partners' relationships and the development of children. It is important to remember that:

- the lack of planning of financial, housing, health-medical issues leads to tension and conflicts in the family;
- lack of pregnancy planning leads to tension and conflicts in the couple and often to poor care for the newborn;
- forgetting important responsibilities and promises to the child, ruins the trust between a child and a parent and is a prerequisite for future child problem behavior;
- tension and conflicts between parents are already prerequisites for child development problems;





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- even if he is only a witness of violence, the child is already suffering and there are preconditions for development problems.

Print and share with professionals this example program for working with young people on this topic. Discuss and practice the proposed techniques. Also consider other youth-friendly techniques for individual and group work on the topic.

For specialists (sample program):

### *Healthy vs unhealthy relationships*

Recall the youngsters briefly the previous collage game (if both sessions are held on different days). Ask them to divide in pairs (regardless of gender) and try within 30 minutes on the basis of the collages already made to make a general collage about what a family is. They can use the already selected materials, they can add others. At the end of the process, let them make up a name for the collage by ending the sentence "The family is ...".

After 30 minutes, urge young people to make an exhibition of posters (their collages). In the room each pair chooses a place to stick their poster and stands next to it. The lead and a volunteer from the group go as journalists and interview the authors with the following questions: What is family for you? Why? What attracted you to work with this particular author? What did you like in his idea of a family? What was the most important thing while working together?

Finally, when everyone was interviewed and sat back in the big group, the leader summarizes the notions of a family; what makes people together (common values, ideas, etc.) and what helps them to have a product together (eg common ideas, mutual liking, listening, etc.). The leader also



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introduces the notion of healthy and non-healthy relationships (see section "The environment of intimate relationships").

It is important for young people to be able to distinguish between healthy and non-healthy people-to-people relationships. Within 5 minutes, ask the young people what they think are healthy and not-healthy relationships. Write down their answers and finally summarize: *Healthy relationships are based on mutual respect, listening and understanding, and non-healthy relationships are when one of the partners wants to rule and control the other; when he exerts violence on him and completely "erases" his personality .*

### *Emotional Intelligence*

How can we learn to respect and listen to the other, how can we learn to understand him?

"Guess emotion" exercise: The exercise aims to learn how to understand foreign emotions and to understand and express ours. The exercise is appropriate for starting work, and can become the group ritual if specialists decide to carry out longer group work with young people.

The participants stand in a circle. The Leader says: "Everyone of us comes with some emotion. Now he can feel confused, curious, angry at something or someone, annoying or boring, etc. Let each one play one by one how he feels at the moment, and then we will have to guess how he feels. I for example ... ". It is a good idea the lecturer to start, if there are no others volunteers, to set a model.

Exercise "Thermometer of emotions": the exercise aims at realizing your own emotions and how they can be controlled.

Necessary materials: red, yellow and green sheets of paper or red, orange and green writing tools and white sheets.

Instruction to participants: "We all experience sometimes strong, sometimes weaker feelings. Some of the strong feelings can lead to violence towards others. In the family this should not happen.



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Therefore, it is good for everyone to know himself well and to be able to tell the other when he is angry, when he is sad, when he is scared, when ... In front of each of you there are 3 sheets of different colors. The green means almost normal calm state, the yellow indicates that the emotions are getting hot and it is hard to sustain. The red sheet shows that the emotion is very strong and will already explode. The most destructive emotion is anger. Think about when you're angry. What annoys you a little, more and what makes you straight out of the skin. Describe these three grades on each sheet. "

After 15 minutes everyone shares what he wrote on the different sheets. The facilitator assists with questions like: When do you feel so? What can you describe as this experience? What do you usually do when the emotion is green, orange, red? What has to be done to prevent it from getting hot? The exercise is complicated and it is good to give the participants enough time to consider their answers.

This exercise can also take place individually with each young person. In a group, its usability is doubled, as everyone learns how to recognize different states in others.

#### Session 4

The negotiation, partnership, taking and fulfilling engagement skills can be exercised in the process of drawing up and implementing the personal life project. Negotiating common tasks with separated responsibilities, adherence to engagements, dedication to a long-term commitment to a goal, skills to handle with money and non-entry into debts are part of the process of planning and implementing the personal life project. Here, it is important to pay more attention to the change and the requirements that come when young people enter the new roles - partners (husband/spouse) and parents.

Parenting skills can be learned later. At this point it is important for young people to be able to:



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- realize that the family is a mutual responsibility and investment (financial, human, temporal, emotional, etc.);
- part of healthy relations is the equal joint negotiation and compliance with commitments.

Print and share with professionals this example program for working with young people on this topic. Discuss and practice the proposed techniques. Consider other youth-friendly techniques for individual and group work on the topic.

For specialists (sample program) :

Young people still do not have a sufficiently realistic picture of the process of choosing a partner and creating a family. For them, the family is rarely associated with responsibility, difficulties and tension, compromise and financial literacy. It is a good idea to deal with these moments during the construction of the personal life project.

Exercise "Buzz River": the purpose of the exercise is to recreate the main difficulties and risks that exist in the family environment through fun and action.

Step 1:

Necessary materials: white and colored sheets, a tight tape, a relatively large secured space.

In the empty space, draw two tapered parallel lines about 3-4 meters apart. This will be the two banks of a river. "In the river" between the lines put and tightly stick "stones" - A4 sheets. Let the stones be at a great step distance in different directions.

Instructions to participants: "Now we will make a game of wits and mutual help. Divide into teams of three. In the threes, stand tight to each other and firmly tie the legs that touch. So now the three of you become like a man with three heads, six arms and four legs. In front of you, you see a great lush river. There are stones in it, that you can only cross the other shore. Your task is without untying and without changing the places of the stones and without going beyond the outlines of the



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sheets, to cross the river. Those three win, that crosses the river the most fast, keeping all conditions. Who wants to start? "

It is important for the presenter to keep the spirit of entertainment, because the exercise is difficult, requires physical efforts, concentration and compliance, and often the participants are "getting hot". Once everyone has cross, it is a good idea to encourage the successful ones and to rethink the game. Share it by asking questions like: What was your hard time doing while you were crossing? What was easy for you? Why? What would you do different now? How did the others in the three of you help you, and how did they hinder? What did you contribute to the crossing of the three of you?

Summarize the participants' responses by making a parallel with family life that requires mutual coordination, matching, decision making, responsibility to the whole.

Step 2:

Necessary materials: a set of "tell me a fairy tale" cards or sheets, foxmasts , tape. You can use the river from the previous step of the game.

Instructions to the participants: "So, you have seen that it is difficult to cross the lush river together. Imagine that this river bank is the current moment and the other beach is the moment when you are already a family. There are crocodiles in the river, predatory fish, snakes and large crabs, there are underwater currents. All these dangers and difficulties exist along the path of family formation. What can these difficulties and dangers be if you go over this river? Divide the threes again and list the hardships and dangers you think you will encounter on the road to the creation of a family. And what would help you on this path? "

After 15 minutes, gather again the groups and record their answers. Add if necessary, lack of housing, lack of support, lack of stable income, debts, gambling/drug addiction, other people's prejudices, etc. Ask the young people to devide these dangers and difficulties with those who can control and overcome themselves, and ones that do not depend on them. Let's finally choose the 3



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biggest hardships/dangers. Generate solutions together, how they can be overcome. Emphasize the need for planning, pre-financial literacy and housing stability, choosing the right partner, planning of pregnancy.

The risks associated with childcare are also about providing the necessary information for proper medical care for the mother and the child during pregnancy and over the years to the age of majority of the child. In this area, the specialist can be useful to young people by:

- contacting a suitable specialist to provide basic important information about sexual and reproductive health, pregnancy and contraception, birth and care of the newborn;
- exercising in learning the necessary knowledge and skills;
- helping and teaching the young people, how to actively and timely search for the necessary information and specialists.

#### Session 5:

It is important at the end of the training to complete with feedback from the participants (in writing or verbally) in order to bring out their real needs for supervision.

#### For specialists:

Follow Professor Lundey 's model for child attendance. According to this model, specialists must ensure the participation of children through four elements that provide:

- a safe space for participation,
- helping to express their views,
- the inclusion of their views in their individual plans, in the project methodology,
- transforming individual life projects into action.



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Sample ways to present the theme "Family and Family Relations" to young people:

1. Ensure the safe environment in which the child/adolescent can discuss this topic by:

- Provide information on the project and the role of the family.
- Promise that you will keep confidentiality, when you discuss work.
- Creating and negotiating rules of collaborative work on developing the personal project.

*For example: This project gives time and opportunity to think together about what you need to know and do to have one day your healthy and nice family. It will take time to think, to learn some important things. We will see each other every ..... and we will think together for 30 minutes. These are the rules - what do you think shall we manage? These conversations are between me and you. I will discuss what you have decided, but I will not issue things that you warned me not to tell other people. How do you imagine our work together?*

2. Ensure inclusion of the child with his opinion and experience through:

- enough time for the child to ask questions and comment on his personal life project and how to make it happen.
- use of different training formats. For example, you can do group exercises and facilitate communication between the participants.
- ask questions to help the teenager understand his experience.

*For example: How do you know when a family is good, when is not? What do you want your family to be? How do you imagine your future man/woman? What do you think you can give as a husband/*



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*spouse? What do you expect from the other? Are all your expectations realistic? What can I change to communicate better? What are you afraid of when you trust another person?*

### *3. Ensure that the young person is the main author of his personal life project:*

- Record his opinion on the personal life project.
- Think carefully of the young man's ideas, do not rush to think instead of him.
- Encourage the young man, do not discourage him.
- Ask his consent for his personal project to be presented at team meetings.
- Do not fix the personal project without the young man's consent.
- Allow the young person to choose methods for developing his project - drawings, maps
- Allow the young person to discuss his personal project with other people, with community people

*For example: Well, we saw that before you make a family, you have to have a paid job and a home. Shall we change the sequence of steps to implement your project? How?*

### *4. Ensure that your personal project will be tested in life*

- Do not say that the project is impossible.
- Do not devalue, but accept the ideas of the young person and treat them seriously.
- Check with your partners the realism of the goals and steps in the young person's personal project.
- Track whether the ideas of the project have been discussed or verified in reality.
- Tracking who is responsible for the implementation of each project activity, look for this responsibility from the person specified in the planned steps.





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- Support the young person's personal project.
- Discuss the support on the personal projects of the young people in the team, before proceeding to action.

#### IV.5. Intimate relationships - opportunities, risks and dealing with them

Intimacy is an interpersonal relationship that involves physical and/or emotional proximity. Intimacy usually refers to a sense of physical and/or emotional proximity and mutual affiliation. It can also be defined as a very close emotional connection with another person as a result of the commitment that is formed by knowing each other and by experiencing experiences with one another.

Intimate relationships include feelings of: liking, attraction, love, romance, physical or sexual attraction. Intimate relationships allow people to create strong emotional attachment to each other.

True intimacy in human relationships requires dialogue, understanding of the other, transparency, vulnerability and reciprocity. Creating and maintaining intimacy requires a well-developed sensitivity to our own and foreign emotions and to interpersonal relationships. Intimacy requires a person to develop the ability both to be emotionally involved and devoted, and emotionally independent. Murray Bowen calls this "emotional differentiation" (Mihova, 2012). The lack of the ability to differentiate emotionally from the other is a form of symbiosis, a state other than intimacy, even though these feelings are similar.

The lack of intimacy skills can either lead to too fast convergence and trust or an inability to enter into intimate relationships. This results in an internal struggle and tension to find the right boundary/distance while maintaining a relationship.

#### *Intimate relationships and the opportunities they give*



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Intimate relationships enable a person to experience a sense of belonging and acceptance, of sharing responsibilities and experiences. For young people leaving institutional care, they are a dream and a resource. Often, girls see the creation of an intimate relationship as a source of security in life, and as a source of support and self-esteem (creating a family and finding a partner is a social norm, that is important for the social status of women, especially in patriarchal communities); and often as a way to make money. For the boys finding friends, friendly circle and community are essential for finding a job, support and often finding (sexual) partner.

#### *Intimate relationships and the risks associated with the development of children and young people*

Intimacy brings the relief of shared responsibility, but also requires trust, which in itself is associated with risk. One of the preconditions for establishing trust is personal biographical capacity. On the one hand, the young people, grown up in residential care, have a specific, not "like others" life experience, are often alienated and separated from the community, they lack some skills for independent living and realistic life choices. On the other hand, they face negative attitudes and prejudices towards themselves. All this also leads to difficulties in trusting and therefore building up intimate relationships and family.

Children who have grown in institutional care or have gone through multiple foster families, often lack the capacity to create trustworthy and intimate relationships and family. They encounter difficulties in building and establishing stable and satisfying friendships, when entering a working and other social environment. One of the main reasons for this lies in their personal history of relationships - often there is not a well established relationship of secure attachment with an elderly person/caregiver, mutual trust and respect for their emotional life, physical integrity, needs and rights. From the very youngest age these children:

1/ have encountered a loss of people to whom they have built trust and attachment,



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2 / or have been repulsed/rejected for reasons unclear to them by such people,  
3/ or these adults have responded to their needs inconsistently and negligently ,  
4/ were often subjected to violence and abuse by people with more strength, power, and abilities than theirs.

As a result, they have experienced pain (emotional, physical), they coped with insecurity, injustice , betrayal , rejection . As a protection of these experienced pain and uncertainty, often in young or adult age, these young adults prefer not to build more relationships, that will engage them emotionally, as the fear of rejection and loss is always present in their minds. An expression of this fear is, for example, the "male" or "cool" behavior of the "hard" girls and boys that nothing and no one can impress or excite. Thus, while their biological age progresses, their emotional age remains "frozen" in early childhood, in the age of loss and pain experienced. Despite the apparent impression of maturity, they have no clear idea of when and to whom they can trust. That is why they either suddenly and passionately fall in love and want everything from the object of falling in love, or can not at all give expression to their feelings of liking, attraction, desire to share.

Relationships of intimacy with them go through the unlocking of many anxieties, insecurities and pain. If the partner in these relationships has no desire and skill to "work out" these destructive states so as to teach the young person how to understand and master them, this relationship and all the followings would end in the same way - with another disappointment for the participants.

### *Intimate relations and risks, related to the context*

The first type of risks are related to the rapid changes in the understanding of intimacy, intimate relationships, sexual relationships, and gender stereotypes. These types of risks require skills to constantly rethink the correct and "normal" relationships, values and norms. There are large intergenerational differences and often taboo topics for the previous generation are already normal topics for conversation between next generation representatives. Thus children can not find an



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adult, authoritative figure with whom they can safely talk about topics related to sexuality, intimacy, gender stereotypes. The role of the specialists in this case is both translating - to be able to pass on the necessary content to the different languages of the different generations, and to mediate - not judging and underestimating to succeed in helping to find a common language and mutual acceptance of the two generations.

A second type of risks is related to the negative stigma of all children, grown up in institutions and refugees. This perception of them, on the one hand, prevents the establishment of intimate relationships with partners from other social groups and communities and, on the other hand, severely restricts the possibility of escaping a repetitive social network that often reproduces violent and abusive behaviors. It is important for young people to build skills to understand other environments and also to know that stigma is overcome by personal achievements and definite behavior.

A third type of risk is related to the nature of available services and the lack of sufficiently low-threshold services, that are sensitive to the specificities of young people from institutions and refugees. Often, both educational, health, and social services are strictly regulated and non-flexible with respect to the different people they work with. It is important and more realistic for young people to acquire knowledge and skills, to find the language and the approach to communicating with these services, than to expect the opposite.

*For trainers: Training of specialists on "Intimate Relations" topic.*

#### Example Educational Program:

1. **Introductory session: introducing the topic of intimacy, exercises /games/ and accepting rules that the group will follow during the training.**
2. **Knowledge and skills to work at risk 1: learning to talk about topics related to sexuality; skills and techniques for working with young people (90 minutes)**



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3. Knowledge and skills to work at risk 2 (part 1): what is behind the inability to build complete intimate relationships; what are healthy intimate relationships (90 minutes)
4. Knowledge and skills to work at risk 2 (part 2): skills and techniques for working with young people (90 minutes)
5. Summary and feedback. Identifying supervising topics - 40 minutes

#### Session 1:

The session has two main aims:

- to introduce the notion of "intimacy" and to distinguish individual types of intimacy: relational, emotional, sexual, etc.
- to create an atmosphere of mutual trust and willingness to experiment. Often, the topic of sexuality is a taboo in conversations between people, so specialists need to feel comfortable with each other.

Encourage participants to recall personal experiences about how they have learned to divide friends from intimate partners, close friends from fellows; what their fears were when entering intimate relationships. Let them try to bring out a few key areas that include intimate relationships, put them in the table, and think about how to fill in the rest of the columns. It is important to distinguish: the opportunity and the risk that the intimate relationships carry for the person; external and internal opportunities and risks.

#### Tab. 1 My personal experience



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Action	Opportunities of the environment	Man abilities	Risks of the environment	Man risks	Plan to cope with the risks
Choose a partner					
Creating friendships					
Sexual intimacy					
Build in love intimate relationships					
....					

Once the participants complete this table, based on their own experience, let's try in small groups to fill it for the young people they work with.

– Tab. 2 Risks and opportunities for young people

Action	Opportunities of the environment	Man abilities	Risks of the environment	Man risks	Plan to cope with the risks
Creating friendships					



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Choosing an intimate partner					
Sexual intimacy					
Building intimate relationships					
....					

Several key risks are raised during the session, which will be discussed in the next sessions. The authors of the methodology propose to take out these risks, which could directly threaten the physical and emotional health of the young people leaving institutions:

Session 2:

Risk 1: Get into sexual relationships that endanger their health and future

The lack of sufficient knowledge about body functioning, sexually transmitted infections (STIs), ways to prevent unwanted pregnancies and STIs, and the lack of skills to protect their own health are the reasons why young people can not recognize the risk situations and not know how to deal with them.

For trainers :

It is important for specialists to talk about sexual and reproductive health without worry. It is not necessary for all personal mentors to consult these risks. What is more appropriate is only those who feel safe and prepared. The topic is important to teenagers but is accompanied by a lot of ignorance, shame and misconceptions (based on lack of knowledge and/or cultural norms and taboos). Experts are well advised to understand that feelings of shame can be expressed through laughter, joking, jokes, embarrassing questions, silence, blushing, etc. It is important for



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professionals to show that they understand the language the young people talk about sex but to introduce and maintain official medical names.

Exercise "Glossary": Exercise aims the specialists to start using sexual terminology and to separate the official vulgar-speaking and community-specific terminology.

Required materials: flipchart sheets, markers, mock-ups/paintings of the sex system (if necessary).

Instructions to participants: We speak many languages about sexuality. Let's make a glossary of the words we use when talking about sexual and reproductive health, about intimacy. Divide into 4 small groups and let each group write all the words that can think about this topic as: group one enumerates the medical words, the second group lists the colloquial, sometimes vulgar words, the third let list the names that are distributed in this region of Bulgaria and among the groups, and the fourth to list all the words on the topic that use the young people, they work with. You have 20 minutes to work and then we will come up with a common vocabulary.

After 20 minutes, each group presents, the others add and compose a dictionary, that can be used to transmit STI information, contraception and talks on sexual and reproductive health.

Sources of information on STI and contraception are given at the end of this section. At the end of the session you can print out and give your experts a sample program to work with young people at risk 1:

#### For specialists:

It is important that still at home the young people become sensitive about how they are involved in relationships using them without confusing them with the illusion of intimacy. An appropriate topic for a conversation that addresses both this topic and the most important topic for sexual health is the use of protection (sexually transmitted infections and unwanted pregnancy), (condom, contraception ). It is important to bring out and speak the wrong beliefs and knowledge. For this purpose, you can





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bring the young people into a thematic group session. You may invite a specialist in health education or a medical practitioner. Topics that are good to be discussed in successive sessions are: Blood and Sexually Transmitted Infections, Male and Female Sex Systems, SPI Prevention and Unwanted Pregnancy, Skills for Safe Sexual Contacts.

"Aliens" game: The game aims to talk about the subject of the human body, its parts and functions.

Instruction to participants: Divide into 2 groups. Thus, one group are aliens who come to Earth for the first time. Who will be the aliens? Okay, and the others will be Earthlings who come in contact with the aliens. Aliens see a person for the first time and start asking questions about people, the human body, how they look and what its parts are. Let's try?

The leading directs the conversation, improvises with questions and strives to have fun without insults.

At the end of the game, make a summary and present the female and male sex systems. An appropriate next exercise is "Glossary".

Exercise " Sociometric Discussion": The aim is to speak out false beliefs and taboos that exist among the young people.

Required materials: small colored patches/sheets (3 in number), prepared list of statements.

The list of statements is good to describe behaviors, that are characteristic of healthy and unhealthy relationships; as well as attitudes and beliefs about intimate relationships that young people share.

List of indicative statements:

- Trust among partners can protect them from illness and unwanted pregnancy
- A question of trust and love is the partner to make you do things you do not like or cause you pain
- A male condom can protect you from STIs and pregnancy
- We may not be in a condom - a pill for an urgent pregnancy after sex fixes things



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- A question of trust and love is your partner to make you have sex (with his "friends") for money
- There is a female condom
- A virgin girl/boy can not be infected with SPI
- All diseases that are transmitted through sex and blood are visible the next day
- All diseases that are transmitted through sex and blood are treated in the same way

Instructions to participants : (the leader draws a long straight line, placing the sheets at both ends and in the middle). Imagine there is one line - that 's one end, that the other, and that is the middle. I will tell you different statements, and you will show what you think about this statement, while you stand on the line like that: who totally agrees - stands in this end, who is 100% disagreeable - stands at the other end, and who is 50 to 50 or hesitates - stands in the middle .

The Leader reads one of the statements and helps the participants to get their hands on. Then successively gives the word of the final opinions and of the hesitants. Each participant is allowed to move along the line as and if he changes opinion. The Leader directs the conversation to the correct facts and characteristics of healthy intimate relationships.

Discussions may include issues such as:

- What does trust in sexual relations mean and how does it relate to sexual health?
- Is it real love when your partner threatens to abandon or beats you if you do not do something you do not want?
- Is it true love when you have no right to different opinions, your own desires?

Possible sequels of this game would be:

- Knowledge about STIs - types, symptoms, window periods, diagnostics. Games available on the site of the BSPA may be used
- Safeguarding the right to safe sex - You can use the Loveguide site



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- Distinct healthy from non-healthy intimate relationships.

### Session 3:

Risk 2: To be involved in pseudo-intimate relationships, that put them in a situation of violence and abuse

For trainers :

It is extremely important while distinguishing between healthy and non-healthy relationships (placing the youth in situations of violence, abuse, health and life risk) that the professionals are to take a firm stand on what is healthy and what is not. As well as to understand the reasons, hidden in young people's development and personal story man that lead to difficulties in building intimate relationships with partners and friends.

- Lack of skills to build and develop emotional proximity

As we have not once mentioned, in youngsters grown in institutional care, there is often a strong concern to increase a person's emotional significance for them when entering into emotional proximity. In these situations of wounding, old experiences of shame, sadness, rejection awake. The consequence is protective behavior such as: rejection of the other, attempted control by violence or manipulation, diminishing the meaning of the other, replacing emotional proximity with sexuality or material gain, promiscuous behavior, “pragmatic” consideration of the other as a means of getting something (e.g. "he is good to me because he brings money ..."), etc.

In order to avoid conflict and disintegration of the relationship, it is necessary for the young person to learn to recognize and respect his/her emotions, to learn to recognize and respect the emotions of the other person. In other words, the corrective, curative impact of the specialist is to ask, describe and respect the emotions of the young person as well as his own. In group discussions,



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opportunities can be generated for how one can apologize, show care, show respect, respect, love, jealousy, hurt , etc.

- Lack of model of partnership

Young people who grow up in institutions often have life experiences of experienced violence - as victims (more often) and as bullies. Numerous studies highlight the relationship between style of attachment and difficulties in building intimate relationships (Bauminger & al. 2008; McNeely & Blanchard, 2010). The insecure attachment style, associated with a strong inner concern from close relationships, is a prerequisite for aspiring young people to engage primarily in relationships that require power, hierarchical positions. Institutions themselves usually have an informal (not formal) hierarchy among young people. A common form of violence, including residential services, is for smaller and newer members to be forced by older people to perform unwanted activities such as cleaning, migrant shopping, other fun activities for the stronger. There is often involvement in prostitution, trafficking and drug trafficking/other prohibited substances or goods. Occasionally, staff working in the homes are not sensitive to or do not see the violence in these relationships. Thus, they reproduce and do not allow the use of other models of non-hierarchical , non-violent, affiliate relationships. In other words, in order to change the challenging behavior of a young person, it is equally necessary to build a trustworthy, safe, non-reliant relationship with an adult (mentor, consultant) and to change the culture of group relationships in the service – between staff and children, and between the children themselves.

Group discussions about how youngsters present the ideal relationships, the desired relationships at home, and how this can be achieved with active engagements from everyone could: 1/ verbalize current and desirable relationships; 2/ teach young people to talk about relationships with adults and peers; 3/ clarify their understanding of the types of relationships and work on their skills to build and maintain respectful relationships; 4/ increase the reflexivity of young people in terms of how



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they and the others feel in the different types of relationships. 5/ build an understanding of which behaviors are more desirable and more successful among people; 6/ returns the feeling to young people that they can be an active and influential part of building links.

- Lack of skills to build a balanced, independent relationship

Young people who have not built a model of secure attachment and have no relationship with people to help them become aware of their own and foreign emotional experiences often have the following two features:

- o They study deep, irrational, groundbreaking distrust of the world and the people in it, which prevents them from developing emotional attachment skills in intimacy;

- o They have no knowledge and skills to nuance the relationships. That is, they are either completely absorbed by the other and require the other person to be as absorbed and devoted. Or they are in extreme estrangement from the other. Interpersonal differences, the peculiarities of the other, are not noticed, because each difference is a symptom of separation, e.g. awakens the worry that you may be abandoned, left. Any difference in desire, opinion, behavior arouses this anxiety, and the young person responds defensively, which often seems like/is aggression.

These peculiarities often lead to the development of behavior of addiction (to people, to substances, to gambling, to indiscriminate sexual contacts, etc.). The common ground among them is that the subject of dependence is a meaning of reducing this irrational anxiety by a lack of security and trust. Specialists would be helpful to young people, if they helped them to tone up and share their close relationships ( acquaintances, friends, close relatives, sexual partners, intimate partners, etc. ) as well as in the different relationships how much and what they can trust and expect.

- Involvement in abuse relationships

During the stay in the residential service, the young people adhere to the order and rules of the service, follow a certain schedule and have the right and the opportunity to consult with the elderly



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specialists. They are in a relatively secure and controlled environment. When leaving the service, the environment is radically changing, and young people are often not prepared to face the risks and challenges of the new environment. Young people are often accustomed and find it their right to receive assistance and maximum support, and when they reach the age of majority they have difficulties in dealing themselves. They know that the care for them is temporary and in the fear of its loss they sometimes exhibit (self)destructive behavior - they run out of the house, "fail" in exams, they are angry at the staff that they do nothing for them, try to establish (any) relationships with people outside the home. Therefore, the planned and timely creation of a supportive network outside the home for the young caregivers will provide some certainty that they will not have to deal with life alone, and will learn that caring for the future of the other is an important part of intimacy.

One of the reasons for the behavior of insubordination is the built identity of the victim - his fate has suffered losses that, as a child, could not control or prevent. However, this continuing identification as a victim involves young people leaving residential services in having to seek and seek the same help again without making personal efforts for change and development. This identification is easy to manipulate and so young people easily fall into traffic, dependence on different types of violence and exploitation. Or, in other words, in relationships in which they are used.

Here, it is important to mention, that the reasons for engaging in abusive relationships are also due to the existing negative attitudes in society towards the growing caregivers and the refugees. Very often young people, leaving residential care, can not "go out" from the institution due to the inability to build relationships with other people, because of the influence of informal networks that draw them into risky behaviors or to which they belonged, because of ignorance, that there is another relationship model, but also because of the fears and stereotypes about these young people. So they are ready to compromise on their own to establish a relationship with the community. It is



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this desperate readiness, coupled with insufficient sensitivity to violence, often used by people who then abuse them.

Print and offer professionals the following exercises for working with young people at risk 2. Play some of them in the group to enable professionals to feel safe when they apply them to young people:

#### For specialists:

With the age of adolescence, the need for intimate relationships also arises. For most adults, intimacy may seem a terrible word, as the first association is usually physical, sexual intimacy. As with most adolescents, intimacy is compared with these relationships. Intimacy, however, is also a sense of emotional connectivity, acceptance, belonging, understanding and friendship.

Unfortunately, many teenagers, especially those grown up in institutional care, do not understand how healthy relationships look.

#### *How can healthy intimate relationships be defined?*

##### Healthy relationships are based on equality :

- Partners are honest with each other, they are responsible for their actions to the other partner
- Partners have non-threatening the other behavior
- Dispute issues are negotiated, dialogue and honest, fair for both rules
- Partners communicate with each other and share
- Partners share responsibilities
- Partners experience and show respect for each other
- Their relationships are based on mutual trust and support
- The partners respect and accept the independence and autonomy of the other and themselves in the couple

##### Unhealthy relations are based on power and control :



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- One of the partners is pressured by the other to obey and accept his authority, control, desires, decisions
- The couple experiences emotional violence (e.g. insults, silence, neglect, humiliation, blaming, etc. )
- Social status is used to impose authority over the other partner in order to indemnify guilt and others kind of violence
- One partner imposes his decisions, authority, desires through intimidation
- Minimizing/denying /imputing guilt - one partner attributes to the other the reasons for all the problems in the couple, including the exertion of violence on the part of the partner (more information: <https://www.theduluthmodel.org/wheels/> , <https://www.youtube.com/watch?v=sAH2JmGIRQ0> )
- Threats are being made
- One partner is forced to perform unwanted sexual acts and practices
- One of the partners is isolated/disconnected
- Using jealousy to justify actions

It is extremely important for young people to start differentiating between the two types of relationships and to try to avoid them in their own and others behavior. Group games on this topic can be a useful source of knowledge, skills and generated tackling behaviors with non-healthy intimacy.

#### Technique "Sociometric discussion":

Required materials: small colored patches/sheets (3 in number ), prepared list of statements.





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The list of statements is good to describe behaviors, characteristic of healthy and non-healthy relationships; as well as attitudes and beliefs about intimate relationships that young people share.

List of sample statements:

- To be jealous means to love
- Physical aggression is a sure sign of the romantic interest of one person to a partner
- Jealousy is not equal to love
- Men and women are not equal
- Men have the right to control women
- Sex means love/intimacy
- Friends can be threatened with each other
- Love is the two lovers must be together (or in contact with each other) at any given time
- If something goes wrong in one relationship, only one partner is to blame
- The man/elder in the couple knows more than the other and therefore has the right to ask the other to do things, that he does not like to do for now

Instructions to the participants: (the *leader draws a long straight line, placing sheets at both ends and in the middle*). Imagine that there is one line here - that is the one end, that is the other one, and that is the middle. I will tell you different statements, and you will show what you think of this statement by standing on the line like this: whosoever fully agrees - standing in that end, whoever is 100% disagreeable - stands at the other end and whoever is 50 to 50 or hesitates - stands in the middle.

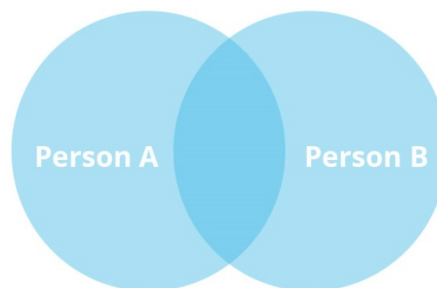
The lecturer reads one of the statements and helps the participants to get involved. Then he consecutively gives the word to the final opinions and to the hesitants. Each participant has the right to move along the line, if and how he changes his mind. The facilitator directs the conversation to the correct facts and characteristics of healthy intimate relationships.



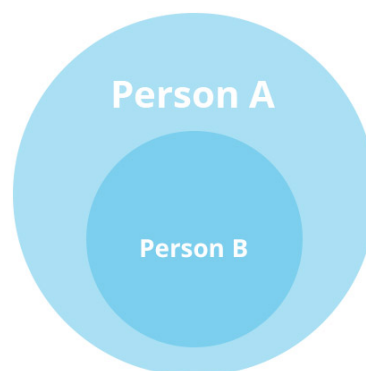
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Finally, the lecturer can summarize. Here is an example of a summary:

In healthy relationships, each person has his/her own interests, activities, friends, sympathies and antipathies, but the partners also share some common interests, activities, friends, likes and shortcomings:



In unhealthy relationships people are "entangled" in one another and do not have enough autonomy. They have lost their independence and their own "I", as for example here one circle is trapped in the other:



It is better to use any type of visualization when working with young people (source: <https://thriveworks.Com/>).



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Teenagers will find themselves in a non-healthy relationships for a number of reasons. They may try to climb the social ladder and be ready to do everything they can to get to the top; or to have a low self-esteem and need the assessment of someone else who, however, tries to control them or is not keenly jealous of them; or they may be very insecure in themselves and be afraid to refuse to do whatever the other wants; or simply have no experience in intimate relationships and do not know what to expect and what is right, and what not.

The training of young adolescents to recognize the healthy from abusive relationships is important for their future success, both in the intimate relationships of the couple and in building friendly and working relationships.

Group discussions through games can help them develop a clear idea of this and learn the knowledge and skills how to defend their right to healthy intimate relationships.

### Multiplayer: "Charter of my personal rights for healthy relationships"

Required materials: A4 sheets, pencils, pens, gliders, flipchart sheets, magazines, scissors, glue.

#### Step 1:

Instruction to participants: Each country has its own constitution of laws, that protect the rights of citizens to live well in it. Everyone has the right to have his own requirements, rules in relations with others - how to deal with him, how to deal with them. Think for a few minutes how each of you wants to treat him with his intimate partner, friends. Take a sheet and a pen and write down these rules or remember them.

After 5 minutes, the leader continues: Divide into groups of 3 people and make your constitution/ charter of rights: What are my rights in intimate relationships? You have 15 minutes to do this. Let each group choose a speaker.

After 15 minutes each group presents their Charter of Rights. Leader asks questions, adjust rules that lead to unhealthy relationships and shows interest in how decisions are made in the small



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group. It is important to encourage behaviors such as hearing, taking into account different behavior, dialogue and negotiations.

#### Example Charter of Rights:

1. I have the right to want what I want.
  2. I have the right to say no to requests or expectations that I can not fulfill.
  3. I have the right to express all my feelings, positive or negative.
  4. I have the right to change my mind.
  5. I have the right to make mistakes and not to be perfect.
  6. I have the right to follow my own values and rules.
  7. I have the right to say "no" to something when I feel I am not ready for being unsafe or contrary to my values.
  8. I have the right not to be responsible for the behavior, actions, feelings of others.
  9. I have the right to expect honesty from others.
  10. I have the right to get angry with someone I love.
  11. I have a right to be afraid to say, "I'm afraid."
  12. I have the right to say, "I do not know."
  13. I am entitled to my own needs for personal space and time.
  14. I have the right to lead a healthier way than the people around me.
  15. I have the right to have my needs and to ask for respect from others.
  16. I have the right to feel good with my friends and my intimate partner.
  17. I have the right to be happy.
- Etc.

#### Step 2:



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Let everyone read the written charter of the responses of all groups and independently draw his own charter again.

### Step 3:

Each participant conceives, draws/collages a symbol/coat of arms of his Charter of Personal Rights for Healthy Relationships.

### Session 4:

It is important at the end of the training to complete the feedback from the participants (in writing or verbally) in order to bring out their real needs for supervision .

Training style - follow the style of the "Lundey" method

For specialists:

According to this Model, specialists must ensure the participation of children through the four elements that provide:

- a safe space for participation,
- helping to express their views,
- the inclusion of their views in their individual plans, in the project methodology,
- transforming individual life projects into action.

Sample ways to present the theme "Intimacy" to young people:

1.Ensure the safe environment, in which the child/adolescent can discuss this topic by:



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- Providing information about the project and the role of intimate relationships.
- Promise that you will keep confidentiality when you discuss the work.
- Creating and negotiating rules of collaborative work on plan development and thinking about environments.

*For example: This project gives time and opportunity to think together about how to distinguish people who bring good in your life from those who can harm you; how to find friends and keep them for a long time; how to find an intimate partner and feel good together. This will take time to prepare. We'll see each other every ..... and we'll think together for 30 minutes. These are the rules - what do you think shall we will manage? These conversations are between me and you. I will discuss what you have decided, but I will not issue things that you warned me not to tell other people. How do you imagine our work together?*

## 2.Ensure inclusion of the child with his opinion and experience through:

- enough time for the child to ask questions and comment on his personal life project and how to make it happen.
- use of different training formats. For example, you can do group exercises and facilitate communication between the participants.
- ask questions to help the teenager understand his experience.

*For example: How do you tell when someone is your boyfriend and when is a friend? How do you imagine the perfect relationship? What do you think you can give in this relationship? What do you expect from the other? Are all your expectations realistic? What can I change to communicate better? What are you afraid of when you trust another person?*



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### *3. Ensure that the child is the main author of his plan:*

- Record his opinion on the personal life project.
- Think carefully of the young man's ideas, do not rush to think instead of him.
- Encourage the young man, do not discourage him.
- Ask his/her consent for his/her personal project to be presented at team meetings.
- Do not fix the personal project without the young man's consent.
- Allow the young person to choose the methods for developing his project - drawings, maps
- Allow the young person to discuss his personal project with other people, with community people

*For example: "Well, we have seen that you have been disappointed with this person up to now. You were lied, and maybe used. Do you still think he's your friend? Do you still want him to be invited to discuss his project of your life with him? Do you think you can rely on his support? Are there other people who can help you even if you do not have so many common experiences? "*

### *4. Ensure that the written in the personal project will be tested in life*

- Do not say that the project is impossible.
- Do not devalue, but accept the ideas of the young person and treat them seriously.
- Check with your partners the realism of the goals and steps in the young person's personal project.
- Track whether the ideas of the project have been discussed or verified in reality.



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- Tracking who is responsible for the implementation of each project activity, look for this responsibility from the person specified in the planned steps.
- Support the young person's personal project.
- Discuss the support on the personal projects of the young people in the team, before proceeding to action.

## I. Conclusion

Methodology 2 provides guidelines and does not require the content to be followed. It invites the participants in the project, as well as other people working with children and youth, to create and develop their own style in the process of helping. The main task of Methodology 2 is to help specialists feel safer in their work and to become those adults who are important to the young people, who have allowed them to dream, who encouraged them to make their dreams a reality and who have prepared them for this.

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Useful resources

Bulgarian Association for Family Planning - <http://www.safesex.bg>

Short Videos for Young People on Sexual and Reproductive Health - <https://loveguide.bg>



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Association "Health without Borders» - <http://hwb-bg.info/about-us/contact/>

Wikipedia - [https://en.wikipedia.org/wiki/Intimate\\_relationship](https://en.wikipedia.org/wiki/Intimate_relationship)

Domestic Abuse Intervention Programs - <https://www.theduluthmodel.org/wheels/>

Office of Adolescent Health - <https://www.hhs.gov/ash/oah/tag/index.html>

TriveWorks - <https://thriveworks.com/>

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