


"BOOT CAMP PILLS" METHODOLOGY

Adapted version



**"BOOT CAMP:
YOUR FUTURE IS
ABOUT TO BEGIN"**



WHAT IS "BOOT CAMP PILLS"?

- **ORIENTATION WORKSHOPS FOR YOUTH:** DEDICATED TO EDUCATIONAL AND PROFESSIONAL ORIENTATION OF YOUNG PEOPLE AGED 12 TO 18.
 - IT IS CHARACTERIZED BY FORMATIVE, **EXPERIENTIAL AND NON-FORMAL ACTIVITIES:** COMPANY VISITS, MEETINGS WITH EXPERTS/PROFESSIONALS, SOCIALIZATION OPPORTUNITIES.
 - IT IS REALISED BY MARGHERITA SOCIETÀ COOPERATIVA SOCIALE IN **COLLABORATION WITH** COMPANIES, COOPERATIVES, ARTISANS, DIFFERENT KIND OF PROFESSIONALS.
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MAIN GOALS

01 - INCREASE YOUNG PEOPLE'S ABILITY TO RECOGNIZE THEIR OWN SKILLS AND APTITUDES.

02 - HELP YOUNG PEOPLE ACQUIRE SOFT SKILLS AND AUTONOMY.

03 - ENHANCE THE VALUE OF GROUP DYNAMICS AND SOCIAL RELATIONSHIPS.

04 - INCREASE KNOWLEDGE ON THE ECONOMIC AND WORK REALITIES OF THEIR OWN CONTEXT.

05 - OFFER A EUROPEAN PERSPECTIVE WITH A BROADER OUTLOOK.

06 - PRESENT A DIFFERENT PERSPECTIVE ON DIGITALIZATION AND SUSTAINABILITY.

TARGET GROUPS



*Middle school
students, aged
between 12 and 14
years old*

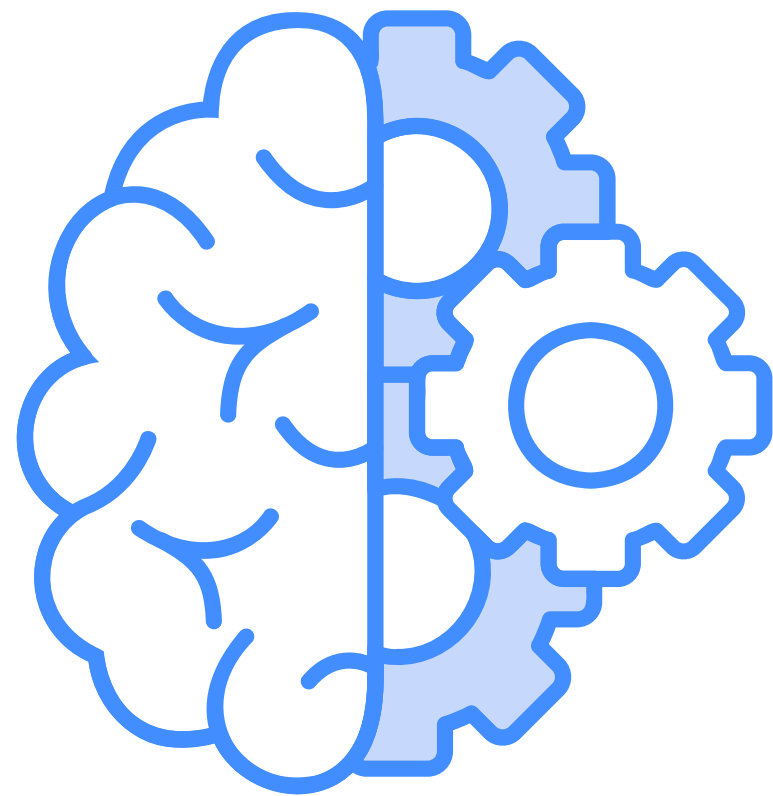


*High school
students, aged
between 15 and 18
years old*



*Youth with physical
and/or intellectual
disabilities after
contacting
educators*

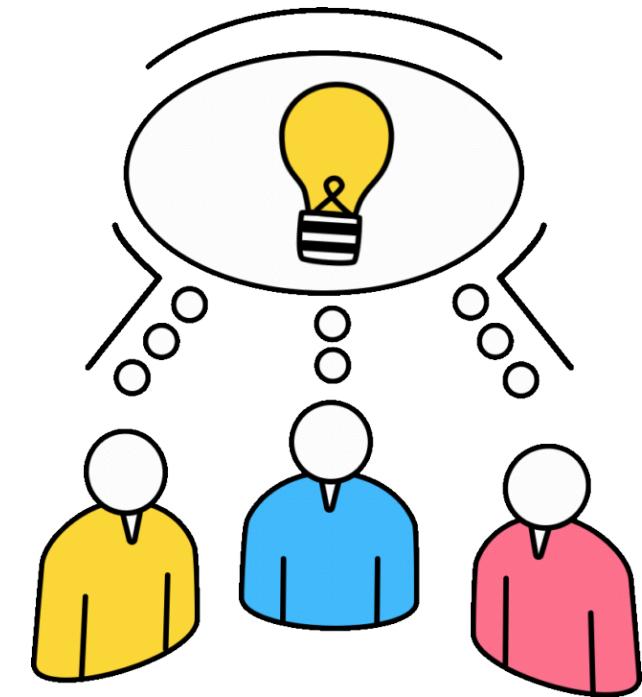
FEATURES



EXPERIENTIAL APPROACH:
GAMES, ACTIVITIES, LABS TO
GET TO KNOW PROFESSIONS
AND SKILLS



GROUP COMPOSITION:
1 GROUP PER AGE RANGE WITH
13 YOUTH EACH



ACTIVITIES:
PLANNED BY SPECIALIZED
EDUCATORS DURING THE
YEAR

ACTIVITIES

In general, the activities that are carried out are:

**UNDERSTANDING
VOLUNTEERING:**
TASKS WITH VOLUNTEERS FROM
'NATIONAL CIVIL SERVICE' AND
'EUROPEAN SOLIDARITY CORPS'

**PRACTICAL PEER LABS TO
UNDERSTAND MANUAL
SKILLS:**
CERAMICS LABS, WOOD
RESTORATION LABS

SOCIALIZATION MOMENTS:
BOARD GAMES, CINEMA, TRIPS,
MEALS TOGETHER

WORKSHOPS:
EXPERIENCE THE WORK OF
ARTISANS AND LOCAL
PRODUCTION COMPANIES -
SIMULATIONS AND BUSINESS
STORYTELLING

MEETINGS:
PROFESSIONALS FROM VARIOUS
SECTORS FOR UNDERSTANDING
THEIR WORK AND GROWTH
EXPERIENCES

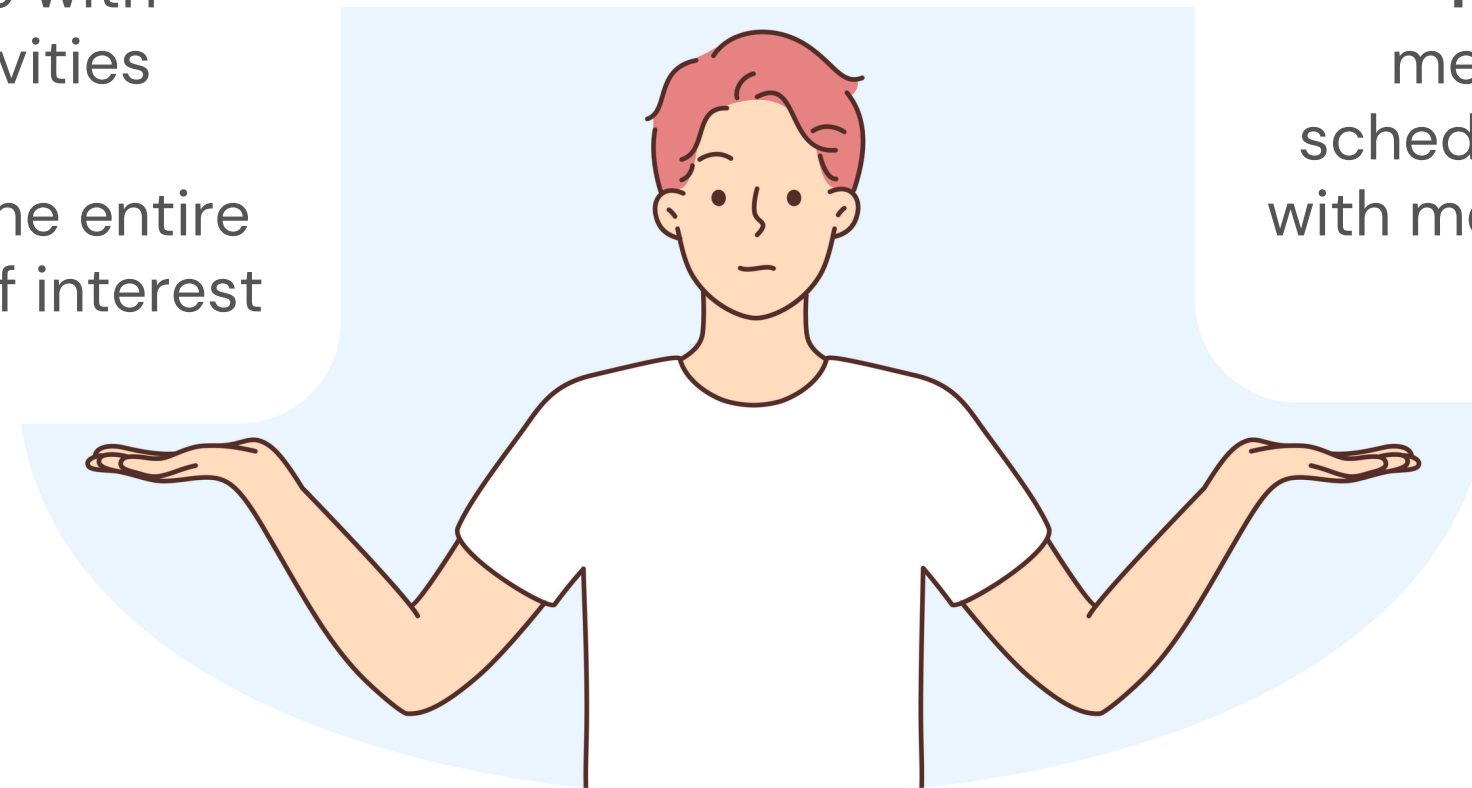
TRAININGS:
TO ENHANCE TRANSVERSAL
SKILLS AND SELF-KNOWLEDGE

ACTIVITIES

Specifically, the activities can be carried out throughout the year, in the afternoon and/or evenings in winter and also in the morning in summer.

The programme of activities can be organised in two ways:

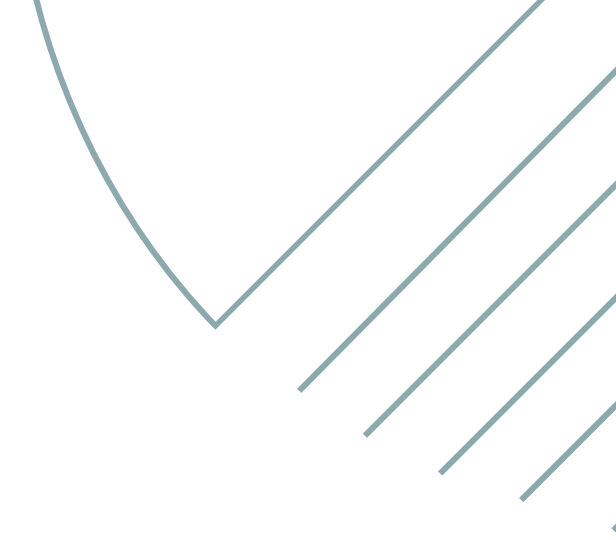
STRUCTURED: Programme with meetings/workshops/activities throughout the year.
Possibility of registering for the entire programme or for meetings of interest



FLEXIBLE: Programme with meetings/workshops/activities schedule (e.g. quarterly organisation) with meeting-by-meeting organisation, throughout the year

The organisation of activities may also depend on age groups.

ACTIVITIES

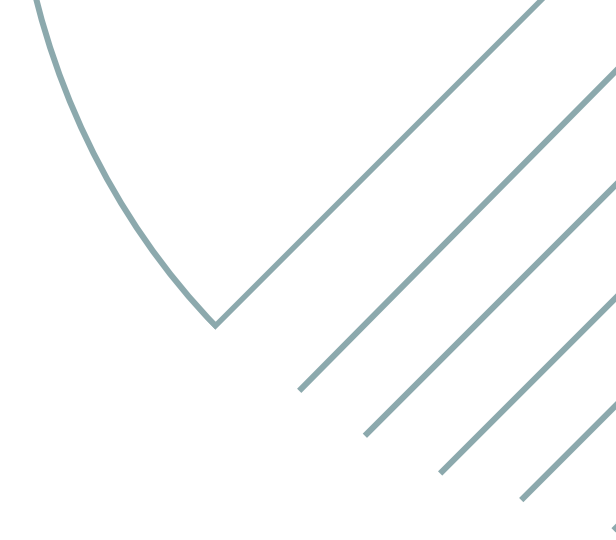


Structure and typical **full day** is usually organized in this way (example):

The unmarked 30 minutes can be considered as the time for travelling from one place to another.

TIME	ACTIVITIES
9.00–13.30	START OF THE DAY: VISIT TO THE 'BENINCÀ' COMPANY + LUNCH AT THE COMPANY
14.00–16.30	VISIT TO 'RIZZATO' BAKERY with PRACTICAL WORKSHOP + BREAK
17.00–18.00	MEETING WITH AN EXPERT IN THE DESIGN OF SOCIAL SERVICES

ACTIVITIES



Structure and typical **half-day** is usually organized in this way (example):

The unmarked 30 minutes can be considered as the time for travelling from one place to another.

TIME	ACTIVITIES
14.00–16.30	VISIT TO 'RIZZATO' BAKERY with PRACTICAL WORKSHOP + BREAK
17.00–18.00	MEETING WITH AN EXPERT IN THE DESIGN OF SOCIAL SERVICES

IMPLEMENTATION PHASES

Definition of the programme:

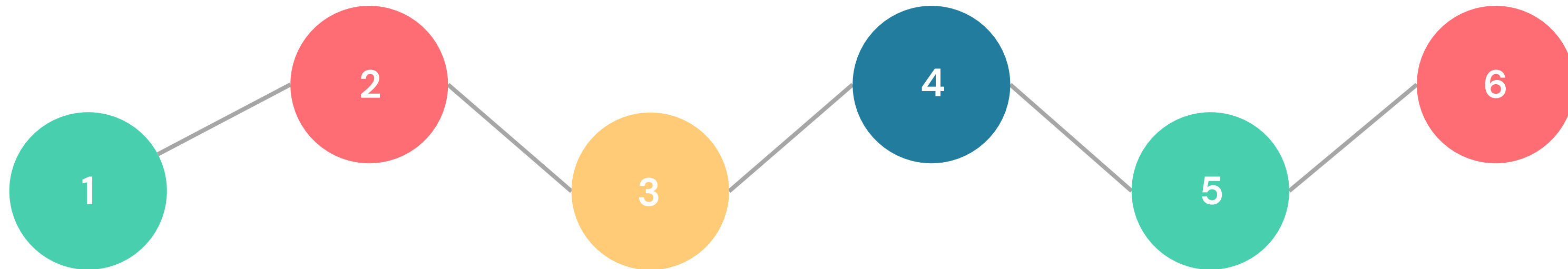
Structured or flexible: number of activities, number of groups, features of groups

Main event:

Implementation of activities

Follow-up:

Possibility of realising a meeting with youth to gather expectations for the following year's meetings in order to make them participate in and activate local youth policy processes



Research and identification:

External entities (cooperatives, companies) and professionals (artisans, artists, entrepreneurs)

Communication and dissemination:

Social media posts, flyers in schools, public entities and places frequented by youth, introductory meeting for parents and young people

Monitoring:

Collecting feedback and impressions through a satisfaction questionnaire for youth after each meeting

IDEAS IN THE GREEN/ENVIRONMENTAL SECTOR

**VISITS TO
FAIR TRADE
SHOPS**

**VISITS TO
ECO-
CENTER FOR
RECYCLING**

**MEETINGS WITH
ETHICAL
MARKETING
EXPERTS**

**MEETINGS WITH
RESEARCHERS:
DATA,
STATISTIC,
SUSTAINABLE
FUTURE**

**WORKSHOPS
WITH LOCAL
EXPERTS FOR
ACTIVITIES IN
GREEN SPACES**

**COLLABORATION
WITH
COOPERATIVES
THAT WORK ON
THE USE-REUSE-
RECYCLING CYCLE
TO TRANSMIT
THIS KNOWLEDGE**

**VISITS TO BIO-
CONSTRUCTION
COMPANIES**

**MEETINGS WITH
GEOPOLITIC
EXPERTS TO
UNDERSTAND
THE COMPLEXITY
OF THE WORLD**


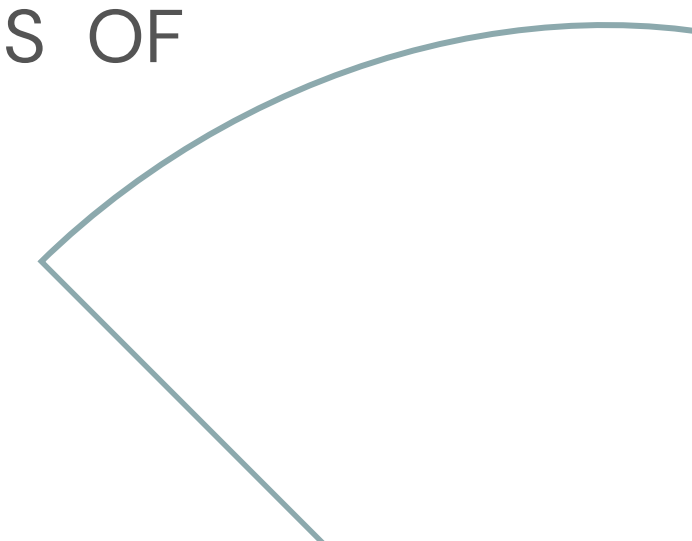
**REFLECTION
SESSIONS WITH
EXPERTS ON "WHERE
DOES MY FOOD COME
FROM?", "WHERE
DOES MY CLOTHING
COME FROM?"**

**LOCAL
ASSOCIATIONS
WITH
EXPERTISE IN
CLIMATE
CHANGE**



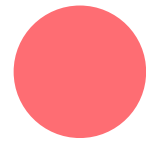
PRACTICAL TIPS



- **DISSEMINATE** ACTIVITIES TO SCHOOLS AND LOCAL PUBLIC ADMINISTRATIONS.
 - KEEP A **RATIO OF STAFF** TO YOUTH OF '2:13' OR AT MOST '2:15'. YOUTH WITH DISABILITIES '1:3'.
 - SEEK SUPPORT FROM **LOCAL BUSINESSES, PROFESSIONALS AND UNIVERSITIES** TO MINIMIZE THE NEED FOR LARGE FINANCIAL CONTRIBUTIONS.
 - THE ORGANIZATION RUNNING THE BOOT CAMP DOES NOT REQUIRE SIGNIFICANT **HUMAN RESOURCES** BECAUSE THE YOUTH ARE OLD ENOUGH TO NOT REQUIRE MANAGEMENT IN VERY SMALL GROUPS.
 - **LOCATION:** IT IS POSSIBLE TO REALISE THE MEETINGS IN THE PREMISES OF COMPANIES/ORGANISATIONS, ASK FOR COLLABORATIONS WITH SCHOOLS.
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REFERENCE LITERATURE

DIMENSION OF GROUP



Education is understood as co-education and the creation of an environment conducive to growth, where "nobody educates anybody, nobody educates themselves alone. Men educate each other with the mediation of the world" (P. Freire, *La pedagogia degli oppressi*, EGA, Torino, 2002).

LIFE-LONG LEARNING



Skills, knowledge, attitudes, and behaviors that individuals acquire through their daily experiences, and cross-cutting skills (Carvalho et al., 2022). It helps individuals achieve many goals: actively participating in civic life, leading a more sustainable lifestyle, improving well-being and health. Additionally, it benefits society by encouraging community activities (Laal et al., 2012).

DIMENSION OF DOING



Actions appear to be the most effective mode of learning. Doing does not guarantee the development of skills, but it is an essential condition. Without concrete action, knowledge cannot be situated and take the forms of competence – Piergiorgio Reggio (pedagogue, educator, and researcher at the Catholic University).

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