GIVE a chance

HANDBOOK FOR MENTORS TO ENGAGE WITH YOUTH FOR SOCIAL ENTREPRENEURSHIP

Technical Information

Title	Handbook for Mentors to Engage with Youth for Social Entrepreneurship Made within the scope of the project "Give a Chance" take place between November 2023 – November 2025 with the support of Erasmus+ Youth Capacity Building in the Field of Youth Programme.
Project Partners	Gaziantep Eğitim ve Gençlik Derneği (Turkey) Asociación Socio-Cultural VerdeSur Alcalá (Spain) ASSOCIATION SOLIDARITE, ECHANGE ET DEVELOPPEMENT ASED(Tunisia) AGDZ VOLUNTEERS WITHOUT BORDERS(Morocco)
Funded By	European Education and Culture Executive Agency (EACEA) Erasmus+ Youth – Capacity Building in the Field of Youth Contract Number : 101131320 — GIVE A CHANCE — ERASMUS-YOUTH-2023-CB
Publisher	Gaziantep Eğitim ve Gençlik Derneği (Turkey) Eyüpoğlu Mah. Hıdır Sok. No:19 Şahinbey, Gaziantep 27220 Türkiye www.geged.org.tr
Disclaimer	Funded by the European Union under Erasmus+ Programme. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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ABOUT THE PROJECT

Give a Chance works with young people to make them initiate projects concerning not only their local realities but the global dilemmas from climate change to the displacement of people due to wars and armed conflicts. The local problems are intertwined in today's world though, the youth organisations often involve in their own local problems without considering the fact that they have relations moreover impacts on the global problems. We believe that both creating awareness among the young people about the global world while qualifying them as change makers in their own communities through upskilling their entrepreneurial skills will create a significant impact on South-Mediterranean.

To elaborate, according to the *#YouthStats: Hunger and Poverty of UN Office of the Secretary-General's Envoy on Youth*, "In developing countries, an estimated 2/3 of the youth are not fulfilling their economic potential" and "2 out of 3 countries do not consult young people as a part of the process of preparing poverty reduction strategies or national development plans". That shows the fact that young people are out of the economy and even though, they are often considered the dynamic and evolving part of the population, that boosts the economy. Moreover, the young people do not have skills to engage on the economy as well as the labour market in all of the countries involved in the project (Spain, Turkey, Morocco, and Tunisia).

The young people has potential to make a change when the opportunity present itself. However, to unleash this potential and increase the young people's engagement to the poverty reduction, labour market and upskill them with social entrepreneurial skills will increase the involvement to the society and will provide solutions both the global and local problems while impacting on the global scale. In addition to that, the reason behind choosing the social entrepreneurship for the main aspect of the project is to support the 2030 Agenda of SDGs. According to the World Youth Report: Youth Social Entrepreneurship and the 2030 Agenda, claims that the youth social entrepreneurship can offer more than just employment but as well provides spaces for the young people to claim their identities and participate and it is a tool to support the 2030 Agenda and youth development.

In this regard, with this project we aim to provide a space for the young people to implement their own ideas and projects in their own communities while increasing the capacities of the organisations involved in the program to contribute to the development of the programs in the third countries as we focused on *"Morocco and Tunisia"* while exchanging practices in both sides of the Mediterranean in Turkey and Spain with the North African counterparts.

General Objective of the Project:

- To develop tools for youth workers to foster the youth social entrepreneurship for promoting their participation and employment while making them engage with their local communities to solve the problems that they define as important in their own communities.

Specific Objectives of the Project :

- To develop tools for youth workers and young people to engage and implement social entrepreneurial activities in participating countries

- To qualify 8 youth workers as mentors to provide mentoring focusing on social entrepreneurship to address the youth unemployment and youth poverty along with cross-cutting issues in each country from gender mainstreaming, climate change

- To increase the entrepreneurial skills of 40 young people to become changemakers in their own communities and make them create and initiate ideas in their own communities

- To create an awareness about the issues of the local communities in participating countries through the implementation of activities

Work Packages with the Project : The work plan is structured as five work packages which will be implemented in a logical and temporal sequence. Each work package is consisted with the specific objectives of the project and it contributes to the specific objectives above. Some work packages continuously work with each other and contributes to each others success through the implementation of the project.

Work Package 1: Project Management & Coordination (M1 – M24) : The work package promotes the quality implementation of the project activities and internalises aspects for the successful implementation of the project activities.

Work Package 2: Development of Educational Materials (M2 – M11) : Under this work package, the educational materials and handbooks to implement the activities will be developed. It will help the partner organisations to understand the social context and develop strategies for the successful implementation of the project activities in the next work package.

Work Package 3: Give A Chance Programme (M8-M20): Under this work package, the developed educational materials will be used to implement activities with young people in international context and 40 young people will gain skills and competences to implement social entrepreneurship activities with the support of the mentors. The mentorship qualification will be done under this work package and 8 mentors will be working together. In between 13-19 month periods, the young people will implement their activities and that will be supported by mentors and country coordinators.

Work Package 4: Glocalizing the Youth Work(M13-M20): Under this work package the young people will implement their activities concerning to the social issues by practicing entrepreneurship skills that they have gained during the implementation of the project. It will give young people a space to practice their skills. As a result more than 2000 people will be reached in the countries involved within the project.

Work Package 5: Glocal Dissemination to Organisations and Young People (M1-M24): This work package aims to disseminate the project results and implements activities focusing on the youth workers by implementing a "Sustain the Change" trainings in the countries involved. It will increase the capacities of at least 40 youth organisations in the countries and promote the social entrepreneurship in both programme and partner countries in organisational level.

This handbook is developed under Work Package 2 to contribute to the mentoring process of the projects developed by the young people and increase the capacities of mentors to guide participants throughout the project implementation period. In addition to that, to guide the organizations who might implement likewise initiatives in their own countries.

We hope that this handbook will help the mentors to guide the young people's projects in a compherensive manner and engage the young people throughout their project implementation journey fully.

ABOUT HANDBOOK

This handbook is developed to provide information on mentoring principles within Give a Chance programme as well as provide a detailed information concerning theoretical and practical concerns of mentoring to the mentors. Handbook aims to provide information for not only the mentors but different target groups involved in the project :

- *Country Coordinators in Turkiye, Spain, Morocco and Tunusia*
- *Trainers of Mentoring Training & Give a Chance Programme for Young People Trainings*
- *Mentors*

By using this handbook, the trainers can prepare the content for the mentoring training as well as the kick-off and evaluation trainings. The handbook offers all important points to be considered for the mentoring training. In addition to that, it lay outs the overall structure of the programme and the engagement strategy of the mentors to the projects from implementation, reporting and the overall support mechanism of the participants' activities.

This handbook was provided to the mentors during the mentoring training in Spain and according to the feedback received adopted to provide a clearer pathway and mentoring principles for the mentors.

For the mentees *i.e.* participants, the handbook for young people is developed to address their challenges and provide context for the implementation of their projects and management practices concerning to the implementation of their projects within Give a Chance Programme. The handbook for mentors is developed solely in English though, to prevent the language barriers within the program, the handbook for young people developed in English, Spanish, Turkish and Arabic (Standart).

In this handbook, you will find information about :

- *What does mentoring mean?*
- *Self-Directed Learning and Mentorship*
- *How to Plan Mentoring? – Where mentoring starts and ends?*
- *Effective Communication during Mentoring*
- *How to give feedback and receive feedback?*
- *Co-Developing and Co-Implementing a Project as Mentor*
- *Transferring knowledge concerning to social context – Information for Each country*
- *Guiding participants contextually regarding to their interests*
- *Report Format for Mentoring Process*
- *Guiding participants according to the rules of the programme*

In each section, the necessary information concerning to the overall progress is explained and the content was changed according to the needs of participants and mentors within the project after the implementation of the training activities in Spain with mentors and in Morocco with mentors and mentees *i.e. participants*.

We hope that, as mentor while reading this handbook, you will gain clear insight about how to guide the projects and learn about the project development aspects throughout the implementation period of the projects of the participants.

MENTORING

Mentoring is defined as a relationship between people with different levels of experience. It is main goal is to provide guidance and learning opportunity for the mentees to grow during the process. The mentor provides assistance through the implementation process of the projects of the young participants as a group or individually to overcome the challenges. Mentorship is a crucial part of Give a Chance Programme. The mentors have dual role in the program while providing assistance to the participants, they have duty to report the coordination about the issues, challenges, problems of participants *i.e. project groups.*

The mentors involved in the Give a Chance are experienced individuals concerning to the implementation of project, their ties to the community to help the young participants to reach the target groups or finding investors to develop sustainability for their projects. During the process of project implementation as mentors, your role is to provide assistance, guidance on the preparation, implementation and reporting of the participants' projects.

Structure of the mentoring program

The working structure provides you a road map on the steps of mentoring in Give a Chance Programme.

Participation in Mentoring Training	Mentor-Mentee Matching Process	Kick-Off of Give a Chance Programme	Mentoring Process with the Young Participants	Evaluation of Give a Chance Programme

In each step requires different commitment from the mentors to engage with the participants as well as share their knowledge with the other mentors from different countries. Throughout the process of Give a Chance, there are several intervention mechanisms to monitor the overall process of mentoring with the participants and their engagement processes.

Participation in Mentoring Training : Each mentor involved in the program have participated in the training activity to upskill their knowledge concerning project management, mentoring, visibility and the rules of programme.

Mentor-mentee matching process : The mentors were matched with the mentees prior to the development of the projects in the Kick-Off of Give a Chance Programme. In this process, the mentors were matched with the participants according the participants' lack points or the areas that they need support *i.e. reaching to the target groups, implementing activities, reaching out the investors or engaging with the local community.*

Kick-Off of Give a Chance Programme : The mentors and mentees co-developed their projects and agreed the overall process of the implementation period of their activities and the roles of mentors in this process. The Kick-Off of Give a Chance Programme give participants and mentors a space to discuss the overall aspects of their projects.

Mentoring Process with the Young Participants : During this process, the mentors will work with the participants as this handbook is developed to guide this process and provide both mentors and mentees a roadmap to implement their projects. Mentors' overall role is to provide assistance and guidance to the participants through this programme and help them to achieve their goals for implementing their projects beyond the timeline of the programme by investments, other fundings or revenue streams.

Evaluation of Give a Chance Programme : In the end of the participants' projects, each participant will engage in the evaluation of the overall programme and share their experiences. In this process, the projects developed will be evaluated and create a road map for further implementation period of the project activities.

In this handbook, we have laid out the overall concept of mentoring within the Give a Chance Programme and reporting requirements, how to guide participants and make them use the virtual module for the reporting purposes. In addition to that, as a mentor your role is to keep participants engage through the overall process with the other participants and keep the overall project running through the online module.

What does mentoring mean?

Even though, there are a lot of definitions for mentoring due to its different interpretations in different contexts, you must define with the borders of your mentor-mentee relationship with your mentees prior to start to work. We have underlined several definitions within Give a Chance Programme :

*"**Mentoring is** a collaborative, mutually beneficial partnership between a mentor (who possesses greater skills, knowledge and experience) and a mentee (who is looking to increase his or her skills, knowledge and experience)"*

OR

*"**Mentoring is** a relation between two persons with different experiences. The more experienced mentor accompanies the mentee during certain time through:*

- building up a relation, that supports the learning process
- motivating with clear goals and personal attachment
- transfer of experience and knowledge"

OR

*"**Mentor** is someone who help another person to become what that person aspires to be"*

These three definitions make clear that mentoring is a relationship which contains *"transfer of knowledge", "experience", "resources".* The resources can be interpreted as a social capital in this aspect. Social capital defined as a network of connections between the individuals. The social capital derives from the positive outcome which can be whether tangible or intangible and may include favours, useful information, innovative ideas and future opportunities. Thus, one of the aims of the mentoring program is to transfer the already existing social capital of the mentors to the participants and make them enjoy the possibilities brought by this social capital to implement their projects.

However, **the mentor-mentee relationship** in Give a Chance Programme is not one way street. While it is enabling the mentees *i.e. project groups* to implement their projects smoothly, it helps mentor to gain knowledge, skills and experiences from this process. In addition to that, mentorship process is a voluntary process between the mentor and mentee *in our case project groups.*

Mentoring is a tool for personal and professional development with a bigger benefit on the mentee side and depending on the how much your involvement as mentor would be to the process. Your role as mentor can swift between from one to another depending on the situation

though, it depends on your personal decision as mentor to decide which role is the most effective role for your mentees to reach *their goals.* **As mentor, you can choose the roles below between through the mentorship process :**

- *facilitator*
- *counsellor*
- *listener*
- *energizer*
- *sounding board*
- *protector*
- *role model*
- *expert*
- *challenger*
- *friend*

- *critic*
- *catalyst*
- *stimulator*
- *advisor*
- *time manager*
- *coach/guide*
- *door opener*
- *problem solver*
- *goal setter*
- *teacher*

You as mentor must decide your mentorship style by yourself within agreement with the groups that you involve with. During this stage, you must ask your project groups : *"What kind of support do you need?".* It can be whether a friend to rely on or an advisor to ask every step of the way of their projects or a time manager to keep the project groups follow on the milestones that they have defined within their projects.

These roles depend on you as mentor at the same time your mentees *i.e. project groups* to decide according to their needs, interests, competences and abilities to implement their activities and develop strategies to sustain their projects.

Outcomes for Mentors, Project Groups and Organizations of Mentoring

The mentoring is a tool for personal and professional development. As we have mentioned before that the mentoring provides mentor and mentees with separate outcomes. In addition to that, the mentoring process develops the organizations involved in program and increase their capacities through the process.

Each pillar of the mentoring process as mentor, mentee and organizations benefit from the process through, the biggest benefit always weighs in the mentees side as the program and the structure focuses on their personal and professional development while increasing their skills to become social entrepreneurs. Here is the list of outcomes for each group (mentors, mentees, and organizations) involved in the process :

Outcomes for the mentor :

- *Ability to give and take criticism*
- *Connection to a Give a Chance Programme*
- *Closer connection to the organizations*
- *Increasing self-reflection and organizational and communication skills*
- *Ability to motivate and stimulate*
- *Developing coaching skills*
- *Getting new knowledge and new perspectives*
- *Developing social capital among young people*
- *Satisfaction through helping others*
- *Human resource management skills*
- *Career enhancement*

Outcomes for the Project Groups:

- Connection to a Give a Chance Programme
- Developed social capital
- Place to try out new skills
- Gaining new competences, knowledge and expertise
- Optimization of resources
- Gaining self-reflection skills
- Receiving help in challenging situations
- Developing ability to accept criticism
- Increasing maturity
- Encouraged ongoing learning
- Personal self-development
- First hand advice
- Coaching
- Sharing knowledge between peers from different countries
- Spaces to interact with different people from different cultures

Outcomes for the organizations :

- Future human resources from mentor / mentee sides
- Developed capacity
- Sharing a corporate culture
- Increased ability to work within teams and cooperation
- Increased productivity through the task delegation
- Transfer of knowledge from mentees and mentors
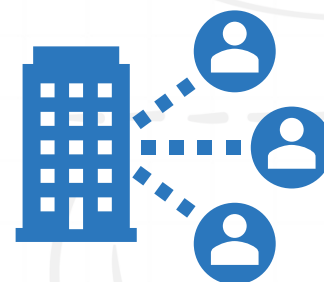
These outcomes are defined as the general outcomes, though during the implementation of the project activities, the mentors, mentees as well as the organisation gain new competences, skills and social capital through the connections that are made.

Tasks and responsibilities of mentor

Mentoring process requires not only the engagement of the mentor, but the project groups as mentees as well. It requires that both sides ***mentor and mentee are willing to cooperate.*** As a mentor, you have tasks and responsibilities through the course of Give a Chance Programme. Your task is not limited to the guidance but tackle the challenges and prevent the risks of their projects within your abilities with them.

We define the tasks within the framework of Give a Chance Programme as follows :

- ***Communication :*** You have a duty to start and steer the whole communication with the project groups. That means you are leading them to find an agreement with dates, the time frame, the needs of their projects and setting tasks and learning goals for them. You as a mentor responsible of the process ongoing and keeping in contact with them.

- ***Goal Setting :*** Your role as a mentor to observe the activities of the project groups and making them set concrete and achievable goals through the course of their projects. However, keep in mind that as mentor, you are not responsible of implementing the activities or searching actively for funds for them. The project groups as your mentees are

responsible of their activities, but guiding them and pushing them to reach out their goals is your role in this process.

- **Challenges & Issues :** During the course of their projects, the project teams will meet with challenges and issues and your task is to give support and help them to overcome these challenges by guiding them to the path that is required. For example, they are stacked to find a resources to implement their activity and it can be acquired easily with the connections you have, you point them to the direction where they can obtain these resources.

- **Offering knowledge, competence, ideas :** The project groups sometimes are way ambitious to implement their projects and even though, they are not aware that they cannot achieve these goals during the process. However, your knowledge might help them to get over the stones on their road to achieve and go to the next stage. In here, your task is to act as a resource person when it comes to knowledge, competences or ideas.

- **Offering network :** You as mentor have relevant experiences and a network of contacts that can support the project groups during their projects.

- **Giving Advice :** Your role as mentor to give advice and find solutions or better direct the project groups to find the solution by themselves. However, you should not forget, the final decision is always up to them when it comes to their projects. If they are going to fail, you can inform the coordination team to intervene but you should not discourage them to take bold steps.

- **Motivating the project groups :** Your task is to motivate the project groups through the implementation of their activities in difficult and frustrating situations. They will face obstacles, challenges and issues through the cycle of their projects. In this process, you have to keep an eye to tackle with these issues and put them on the right track and motivate them that they can achieve their goals.

- **Reality Check :** As we have explained in mentoring and kick-off training the participants SMART Model. You have to keep their projects in line with SMART model. They should not divert and have unrealistic goals when it comes to the numbers of target groups, the timeframes or deadlines in their projects.

- **Keeping the participants in the right track :** You as mentor should keep an eye on the content and goals of the project groups activities. They should not divert from the goal of solving issues in their local communities and do not change the content of their projects that they have developed during the training.

- **Acting as mediator for the project team :** The risk of conflict in the team is always persistent when we plan, implement a project even an on-off event. Your role as a mentor to tackle with this challenge in case that the project team members have conflict between each other and act as mediator to solve these conflicts between each other.

- **Coordination Tasks :** You are a bridge between the coordinating organizations in each country and the project groups. From procurement to reporting, everything is going to pass from you before reaching out to the coordination group for approval. In that way, you must keep on eye that the project groups are following the rules of the program accordingly to the guidelines provided by the project coordination team.

As mentor, you can engage the **mentoring process** in two aspects whether *formal or informal.* Both aspects within the program can be useful though depends on your mentoring style as well as the approach of the mentees as project groups. They need a friend or a role model or a formal person, it depends on their and your working style.

Formal	Informal
• through setting and reminding goals • setting a formal and methodological structure of the process • setting and reminding deadlines • keeping the results	• Relationship in emotional level • Putting pressure sometimes • Acting as a friend or a role model • Motivating and energizing • Trying not to disappoint the mentee

As mentor, we have defined your responsibilities and tasks above; but the project groups have responsibilities to you and to the program as well beyond the tasks and responsibilities. In case that, they forget these responsibilities you have additional role to make them remember.

Tasks and responsibilities of project groups

The project teams are responsible to you as well as to the coordination team to keep contact with you as mentor and engage in the mentoring process totally by informing you and fulfilling the tasks that are required to implement the project activities. Their tasks are not only to implement their own projects but reach out the certain goals that are defined within the project.

- **Implementation of the project :** Each project group is responsible of the implementation of their own project. They should internalise their roles as sole responsible of their own projects and follow it through. They are fully responsible of the overall process and your role is not implementing the project with them, but giving advice and providing assistance in their project implementation journey.

- **Financial Management :** Each project group is responsible of financial management of their own project. During this process, your role as mentor is to decide whether they can request payment from Give a Chance Programme or not and they should use the virtual module throughout the overall process for the implementation of their projects for procurements, for reimbursements and reporting.

- **Providing reports :** Each project groups should provide 2 reports (interim and final) concerning their projects in English. They are responsible of the development of their reports and mentors should check prior to the submission of their reports in the virtual module.

- **Developing visibility & communication materials :** Project groups are required to develop their own visibility and communication materials for their own projects. Your role might provide them with necessary skills as mentor and help them to learn these skills though,

the sole responsibility is on them. Your role is to ensure that the materials that they have developed is inline with the communication and visibility guidelines provided to you and the participants during the trainings.

- **Keeping the communication alive with the mentor :** The project groups are responsible of keeping the communication alive with their mentor throughout the process and they are responsible to engage with their mentors throughout their project implementation process. The virtual module is designed to keep this process alive and the mentors should encourage participants to engage with the others and use the module throughout the project cycle.

Above, the whole process of mentoring is clearly defined with the tasks & responsibilities both for project groups and mentors. The mentor should focus the whole process of mentoring and should keep distance to activity itself rather than the group in order to be able to provide objective guidance and analysis through the implementation period. At any circumstance, the project groups are responsible of their activities, especially for the implementation and reaching the goals of their projects. The mentors should keep on eye and encourage them through the process.

Conditions of mentoring

The mentoring is a voluntary relationship for its success, the preconditions concerning to the attitudes for both sides must be fulfilled :

- *Both, mentor and mentee must do it voluntarily as you cannot be forced to build up a relationship.*
- *Mutual trust in the integrity of the other is the basis for open talks and critics – in both ways!*
- *Mutual respect.*
- *Mentor and mentee need to take the time for regular contact and conversation.*
- *Mentor and mentee must have the desire and willingness to learn and to develop.*
- *Mentoring is an ongoing process over a certain time with probably ups and downs. Both need to believe genuinely in this process and must be open and willing to learn from each other.*

Mentor | Project Groups

Mentoring is mutual and not one sided!
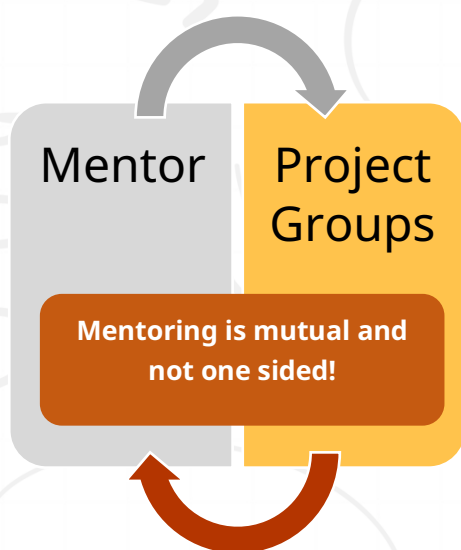
The condition of the mentoring is set out during the implementation period of the project activities. These conditions are not set in stone and can change through the relationship between the project groups and the mentor. However, the project groups should keep the regular contact with the mentors while mentors should be in arms length to the participant groups for the implementation process of their projects.

The mentors and project groups should never forget that the mentoring process is not one sided process. It requires commitment from both sides mentor and the project groups. The mentors involved in this program receive training, financial benefit and support from the organizations involved in the project. Therefore, they should never forget their role as support mechanism and safety net for the participants and make participants always engaged in the process.

Phases of mentoring

Phases of mentoring is also consisted of stages of development. These stages are facilitated through the part of Give a Chance program and the program provides spaces and resources for the facilitation of these phases through online and offline channels. During Give a Chance Programme, we tried to set up channels to give participants and mentors a space to form trustful relationships face to face activities.

Even though, in some programs mentors select their mentees, thus increasing the feasibility that mentors find one with whom they like working or mentees select mentors that they are comfortable with or they are chosen by third-party based on the specific criterion. We have chosen the methodology to give space both participants and mentors to decide what is suitable for them to pair up during the Kick-Off Programme of Give a Chance. This process enabled participants to co-develop their projects with their mentors and build up successful relationship just before the start of their project implementation process.

Joining & Contracting	Mentorship Training	Choosing Project Teams	Matching Mentors & Project Teams
Development & Analysis	Kick-Off of Give a Chance Programme	Development of the Projects with mentors	Understanding the needs
Performance & Intervention	Local Project Implementation process by project teams	Developing reports	Supporting the project teams
Reflection & Evaluation	Evaluation of Give a Chance Programme	Lessons learnt from mentorship process	Developing the reports of the programme

The instruments used during each phase of mentoring and the expected outcomes of the overall process listed as a scheme above. This process required the commitment not only from the mentors side but the project teams as well, the role of coordination is to keep this communication ongoing and intact throughout the overall project implementation period.

1) **Joining & Contracting :** Within Give a Chance Programme, this phase implemented throughout face to face activities. The main of aim of these activities were *"building up a relation between mentor and project teams"* and *"clearing up their expectations, goals, ways of working"*. During this phase, the mentors have involved in a training took place in Spain and we have clearly identified the needs of mentors, their roles and the engagement procedure of the mentors. During the training, we have presented the profiles of the participant groups and discussed about the possibility of engaging the mentors in a structured manner. During the kick-off meeting, the mentors and mentees choose each other and co-developed the project ideas which helped us to manage this phase in a clearer and smoother. This is the phase which entails the project teams meeting with the

mentor and becoming familiar with the overall concept of the program while agreeing expectations and goals of each parties.

2) **Development and Analysis :** This phase was implemented in the Kick-Off of Give a Chance Programme in Morocco which helped the project teams to develop their activities, ideas with their respective mentors. During this process, they have underlined the overall process of the mentoring as well as the implementation of the project activities. The process helped the participants and mentors to develop :
   a. **Concrete project plan and understanding the situation**
   b. **Analysing the difficulties**
   c. **Needs of project groups on mentoring**
   d. **Providing suggestions and fine-tuning projects**
   e. **Giving recommendations to the project groups**

   In that way, the participants and mentors had the experience to work together in the first phase which helped them to create a roadmap for the implementation of the project activities and generally the rules of their work through the project implementation processes.

3) **Performance & Intervention :** The process of project implementation starts with this phase where it is the *"hot"* phase for the project groups. Mentors supports the participants during the implementation of their projects. In this process, the project groups are responsible for the implementation of their projects while mentor keeps the project teams engaged through their process. In this phase as mentor, the following questions should be asked for reflection :
   a. *How will this mentorship suit my specific needs for performance and independent action?*
   b. *From the perspective of the mentor: To what extent are intervention and active involvement useful and needed?*

   In addition to that, the role of the mentor during this phase is the timekeeper, making participants aware about the deadlines and supporting them through the implementation of their projects in terms of providing network, resources, experience and knowledge. The mentors should see and monitor the participants' achievements throughout the project cycle.

4) **Reflection & Evaluation :** This phase, will be implemented in the Evaluation Meeting where the mentors and project groups will have an opportunity to look back and reflect the overall process in terms of development of competences and the future plans of their projects. Not only the project teams will develop their reports, but mentors will provide the coordination with the reports of the mentoring process. As an evaluation, in this phase, the mentors and project teams should re-check that they have met the goals that they have set in the joining phase *i.e. Kick-Off of Give a Chance Programme.*

These phases are defined within Give a Chance Programme and supported with the face to face and online events and modules. The coordination plays a huge role on keeping the track of these processes as well as providing spaces for mentors and participants to engage in the process fully.

Communication Structure of the program

The mentoring process is not only a process between the project groups and the mentors, but it is a triangle. Mentors and country coordinators communicate through the program on different topics and the advancements of the project groups on their projects. This communication structure is presented to the mentors during the mentoring training to clarify the overall structure as well as the implementation of the overall programming process.
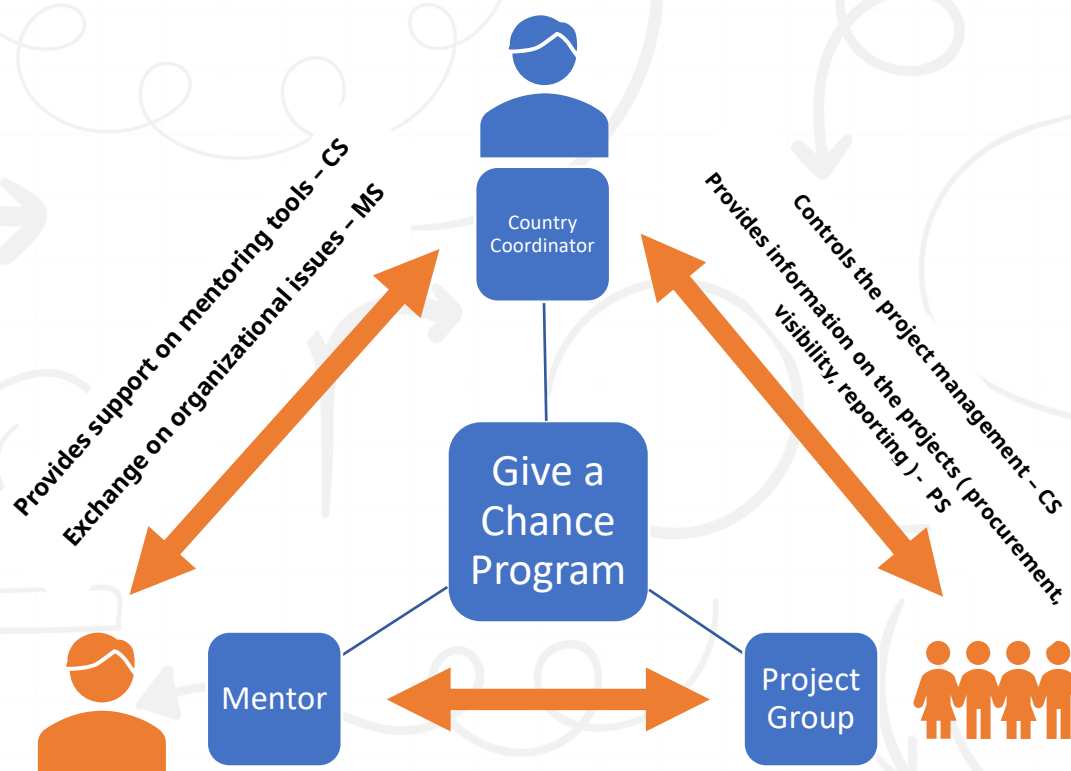
Mentoring relationship supportive, based on trust, offer knowledge transfer etc.

CS : Coordination Side / PS : Participant Side / MS : Mentor Side

The above coordination structure provides the overall concept of mentoring process within Give a Chance Programme. Each side of the triangle has specific roles (mentioned above) and follows these rules, tasks and obligations.

Country Coordinator : The participants are responsible to the country coordinator in terms of reporting, the implementation of the projects and the procurement of the in-kind support mechanisms. Country coordinator is responsible person to provide how to manage the project and coordinate the overall of in-kind grant process to the participants.

Mentors : The communication plays a huge role in their relationship with the project teams. Their role is to provide coordination with the information of the project teams and their organisational issues.

Project Teams: They are responsible on the implementation of their projects and have obligations to provide reporting and information to both coordination and mentors through the project implementation period.

Self-directed learning in mentorship process

The mentorship process as we have explained before is not only beneficial for the participants *i.e. project groups* but as well as beneficial for the mentors. During this process, managing the learning from being mentor and benefiting from it, requires the competences of "Learning to Learn" i.e. managing the learning process.

Self-directed learning can be challenging even for the most experienced people in our case mentors. As a means of better understanding the process involved in this self-directed learning process within the mentorship framework of Give a Chance Programme, we have identified 4 key stages for the mentors.

Being ready to learn	Setting learning goals	Engaging in the learning process	Evaluating the learning

Stages of Self-Directed Learning

These stages are supported through the implementation of the program and engages mentors fully to the process to gain knowledge from the overall concept of the mentoring process while working with their project groups.

1) **Being Ready to Learn :** The mentors involved in the program already have experiences, knowledge and skills to implement projects within the context of the Give a Chance Programme. However, they still need skills and attitudes towards learning through the mentorship process. The mentors should ask the following questions to themselves in this process :
   a. *Am I ready to learn?*
   b. *What are my learning habits?*
   c. *How do I learn?*
   d. *What can I learn from my project teams?*
   e. *What do I need to learn?*

   After asking these questions, reflection, the mentors should as well as identify their needs on learning as some projects might require special skill for them to support the participants. The role of mentors is to support the process not directly provide a solution but leading the project teams to a path where they can find their own solutions. This can be challenging for some. In addition to that, even with this handbook the tasks, obligations and the roles of each group (coordination, project teams and mentors) are defined, it might be challenging for some to adopt these roles in mentor side or project teams side. Therefore, adopting this process where the learning can be achievable is required.

   Another aspect is to evaluate the learning processes, where the project groups and mentors should be ready for self-directed learning which requires being autonomous, organized, self-disciplined, able to communicate effectively, ability to accept constructive feedback and engage in self-evaluation and self-reflection. These processes are controlled through the program structure, though it might need an additional effort from not only the mentors but the project teams to steer this process into the right direction.

2) ***Setting Learning Goals :*** The learning goals should be defined with the involvement of project teams and mentor together. The defining learning goals is crucial within the self-directed learning process. The learning process should be defined underlining the following aspects :

    a. *Goals of the mentoring process for mentor / project groups*
    b. *Structure and sequence of the activities*
    c. *Timeline for the completion of the activities*
    d. *Details about the materials (literature, theory, videos etc.) for each learning goal*
    e. *Feedback and Evaluation Mechanisms*
    f. *Reflection*
    g. *Meeting plans with the mentor / project teams*
    h. *Agreeing on the deadlines*

These aspects are crucial throughout the implementation of the mentoring process to achieve the learning not only for the project teams but as well as for the mentors. The overall aim of the program is to enable both sides of the activities to be able to implement new projects, increasing their social capital *i.e. networks* and engaging them with the different challenging situations through the process of the project implementation.

3) ***Engaging in the learning process :*** Mentors and project teams should understand themselves as leaners in order to understand their needs in self-directed learning process. During this process, the mentors and project teams should consider answering the following questions :

    a. *What are my needs on instructional methods?*
    b. *What learning style do I prefer?*
    c. *What approach do I prefer and use to learn?*

As learners, the mentors and project teams should understand their approach to learning processes :

- A deep approach to learning involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for yourself, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for completing a task within the process.

- A surface approach involves reproduction**:** coping with the requirements of the task, learning only what is required to complete a task in successful manner and tending to regurgitate examples and explanations used in readings or the instructions.

- A strategic approach involves organization: achieving the highest possible success, learning what is required to memorizing facts, and spending time practicing from past experiences.

Therefore, within the Give a Chance programme with internalise the deep approach to learning to transform the knowledge and applying the knowledge gathered through the implementation of the projects by the young people. The process is not only provides the knowledge that is to implement their projects but helps them to gain this knowledge to practice throughout their lives. In other words, the overall process is developed to make young people to learn how to swim which they would not forget as a skill throughout their

lives rather than making them focusing on the surface or strategy approach to studying simply passing a grade in the school environment. The school environment may have encouraged a surface or strategic approach to studying. These approaches will not be sufficient (or even appropriate) for successful independent work. Independent work requires a deep approach to learning, in which project teams and mentors must understand ideas and be able to apply knowledge to new situations. Leaners *i.e. project groups and mentors* need to generate their own connections and be their own motivators during overall process.

4) ***Evaluate the Learning :*** Last stage of the self-directed learning is to self-reflect and self-evaluate themselves in terms of learning goals and the overall process of learning. To support this self-evaluation process, the mentors should guide the project teams while the trainer teams involved in the project guiding the mentors. For this process, the following self-reflection questions can be used by project teams and mentors :
   a. *How do I know I've learned?*
   b. *Am I flexible in adapting and applying knowledge?*
   c. *Do I have confidence in explaining material?*
   d. *When do I know I've learned enough?*
   e. *When is it time for self-reflection and when is it time for asking an evaluation process with the mentoring practices?*

The overall process of self-directed learning requires commitment and the motivation from the learner. Thus, the roles of the learners as project teams and the mentors are divided in below to make this process clear for mentors and the project teams.

Project Teams Roles	Mentors Roles
• Self-assess their readiness to learn • Define their learning goals and develop a learning contract • Monitor your learning process • Take initiative for all stages of the learning process — be self-motivated • Re-evaluate and alter goals as required during the project implementation process • Consult with your mentor as required	• Build a co-operative learning environment • Help to motivate and direct the project groups' learning experience • Facilitate project groups' initiatives for learning • Be available for consultations as appropriate during the learning process • Serve as an advisor rather than a formal instructor

The roles above can be extended to facilitate the project groups to increase their engagement and learning process through the implementation of the project. The coordinators have dual role in this process for the mentors to provide them a space to guide their learning process with the help of the trainers involved in the training activities and provide assistance to both mentors and project teams. The self-directed learning process is not only for the participants to engage in the overall process but as well as enabling for the mentors to guide this process. It is not only that they should act as an advisor for the projects of the participants but guide their learning process throughout the implementation of the project activities of the participants and create them a space for their learning experience.

How to Plan Mentoring? – Where mentoring starts and ends?

In short, the mentoring process starts from the development of the projects with the project teams and ends in the evaluation of the projects implemented by the project teams. However, the overall process is complex as we have explained above in the chapter "Phases of Mentoring". Each phase requires different approach from you as mentor and from project teams as mentees.

To facilitate this process, we have developed several tools to use it during the implementation of the Give a Chance Programme. Here you can find the steps on how and when to use these tools.

Joining & Contracting
- Exchange of personal information
- Exchange of experiences, knowledge and ideas
- Setting learning goals & developing learning plan

Development & Analysis
- Understanding the concrete situation
- Analysing and making suggestiong to the project teams
- Developing the project idea
- Providing information to the project teams on structure

Performance & Intervention
- Implementation of local projects
- Reminding deadlines
- Developing reports and necessary documentation
- Supporting project teams through advices, networks and resources

Reflection & Evaluation
- Evaluating the overall process
- Reflecting the process
- Writing reports
- Planning next stages of the projects and engagement of project teams

Application forms
Mentorship Form
Profiles of mentors

Project Application Form
Virtual Module
Planing the talks with mentors

Reminding deadlines
Interim Report
Mentor Feedbacks
Project Teams Feedbacks

Final Report
Project Application
Mentor Report
Project Teams Evaluations

The scheme above underlines each step of the mentoring in a clearer way, it should be kept in mind that the tools provided can be found in the virtual module for the mentors and participants to keep on eye of the overall process and the processes of each stage should be followed clearly for the success of the program both for mentors and project teams. In that sense, the tools should be provided by coordination team and youth workers involved in the project to ensure that the documentation is correctly developed by participants, project teams and the organizations as well as the mentors.

Effective Communication during Mentoring

Effective communication is the ability to have a conversation with another person in an engaging way that is focused, consistent and offers value. Communicating effectively involves two or more people who can clearly express their intent and understand the focus or purpose of the conversation, while also allowing each person to get their point across. In the mentoring process, effective communication plays a very important role for the success of the project teams.

Effective communication is important for people to interact with others while expressing their needs and understanding the tasks or duties given to them. Therefore, it is important to keep the communication between the mentor and project teams effective while providing support and advice. During both training activities, we have touched upon the effective communication practices, values and tasks, responsibilities and duties of both mentors and project teams.

Effective communication is important in every stage of our lives from friendships to the workplace. It has several benefits from demonstrating the understanding to prevention of conflicts. Thus, we give importance to the usage of effective communication techniques during the implementation of the mentoring process. During the stage of the mentoring, we expect that the project teams as well as the mentors practice effective communication skills to ensure that the mentoring process is run smoothly.

When working with young people, we often as youth workers feel a lack of communication with them. However, no one is to blame here neither the youth worker or the young person. The effective communication while working with young people requires different communication styles, behaviour. It is really important for mentors to understand their approaches to the issues might differ than ours and it is requiring the investigative approach.

To elaborate; the mentor constantly push the young people in the project teams to recall the information through their journey and mentoring process to help them understand the overall context in a clearer way. *"Did you mean to say ....?"* or *"If I understood you correctly, you meant ....."*, sentences help the youth worker in our case mentors to engage with the young people and help them to convey their messages in a clearer way. In that way, they would be able to talk about their both positive and negative feelings which will help them to describe their challenges during the project implementation process in a clear way so that you as mentor can advice them more effectively.

In addition to that, **the project teams are consisted of at least 2 young people in the context of Give a Chance Programme.** One of the roles of the mentor is to help the young people in project groups to work as a team and act as a mediator in the conflict situations. For the effective communication with the young people, Goh [1] suggest avoiding the following approaches :

> **(A)Ordering** - *Telling the youth what she or he should do. For example, "Stop complaining that your teacher gave you a failing grade. Go into school tomorrow and talk to her about it."*

> **(B)Threatening** - *Telling the youth to do something, "or else . . ." - suggesting there's only one acceptable course of action. For example, "If you don't take your studies more seriously, we're not going to go out and have fun anymore."*

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1 Goh, J. (2007). How To Talk With Youth : http://hdfs861.weebly.com/how-to-communicate-more-effectively-with-the-youth.html

(C)Preaching - Telling the youth how to act or behave - usually has a moralistic, 'this is the right thing to do' tone. For example, "You shouldn't talk about other people like that."

(D)Avoiding - Trying to avoid problems or uncomfortable situations in the hope that they may go away on their own. For example, "Oh, let's not talk about that. It's so depressing! Let's try to find something happy to think about."

(E)Pacifying - Trying to make the youth feel better without really addressing the problem. For example: if the youth says, "I feel bad because I was really mean to my little sister!" You reply, "Oh, don't worry about it, I did the same thing many times." Even though you may be sincere, you haven't helped the youth resolve the issue.

(F)Lecturing – Offering the youth unsolicited advise. For example, "If you want to get ahead in life you must really go to college. You should really work harder in school so that you can get into college."

The mentors should avoid these approaches at any cost to prevent the damages and possible conflicts that might raise during the implementation of the project activities of the young people to prevent the issues that might raise both between the mentors and the project teams. In case that, the conflict situations occur, the mentors should engage the coordination teams to the process to mediate the existing conflicts and understand both the mentors and project teams side.

Even though, during the mentoring training, the skills on active listening, communication and conflict prevention and management is worked on, we believe that, there is a need to work on the following skills of the mentors as well as the project teams for their further development. The following skill set is required for mentors to communicate effectively with the young people during the implementation of their projects while providing mentoring to them :

- *active listening*
- *empathising with the point of view of the project teams*
- *developing trusting relationships*
- *understanding non-verbal communication*
- *building rapport*
- *explaining, summarising and providing information*
- *giving feedback in a clear way*
- *understanding and explaining the boundaries of confidentiality*

We have explained below in detailed each skill concerning to the effective communication during the mentoring process briefly with a detailed explanation of the feedback and active listening as must skills for mentor in the next chapter of the handbook.

1) ***Active Listening :*** Active Listening requires fully concentrating, understanding, and responding thoughtfully to what the other person is saying. It goes beyond just hearing words—it's about engaging with the speaker, acknowledging their emotions, and demonstrating that their message is valued. Active listening includes:
   a. ***Giving full attention:*** Avoid distractions like checking your phone or thinking about your reply while the other person is talking. Keeping an eye contact, making gestures, providing feedbacks would help to keep the engagement ongoing.

b. ***Nodding and showing engagement:*** Simple gestures or phrases like "I see" or "go on" encourage the speaker to continue. In that way, the speaker will have a belief and more confidence to open more controversial issues.

c. ***Paraphrasing or summarizing:*** Repeating back what the person has said to show you understand their point. It helps the listener to understand the context while giving an brief explanation to the speaker so that both are on the same page. It is extremely important to clarify the points which are not understood correctly while paraphrasing or summarizing the overall talk.

d. ***Asking clarifying questions:*** If something is unclear, ask the person to elaborate or explain further. In that way, you will be able to understand the overall context of the person and clarifying the points which are not understood or interpreted differently.

2) ***Empathizing with the Point of View of the Project Teams:*** The project teams might be in pressure of keeping on the deadlines and their plans might not work the way that you have planned with them. It is important not to forget that the projects developed and to be implemented within Give a Chance Programme has a voluntary nature. Even though, the participants should work on the projects and keep their responsibilities to the program, overall process is still voluntary. Thus, as mentor you should put yourself in the shoes of the participants and try to understand their perspective, emotions and motivations and sometimes other duties. You have to be able to emphasise with the participants by :

a. **Understanding their pressures:** Each project team member might have different duties, it can be professional, personal or life-related. You must keep on eye about the pressures besides and within the project activities. Every project team has goals, deadlines, and challenges that they will face during the implementation. It will be happening and you have to be able to be supportive during this process. In addition to that, recognizing their stress they may be under might help build a better working relationship with them through the implementation of the projects.

b. ***Appreciating diverse viewpoints:*** Project Team members may have different expertise or opinions. You have to provide assistance for them to find a middle ground in these processes. Empathy helps bridge any communication gaps by valuing their input and making every input valuable and listened is the key to achieve this within the team work environment.

c. ***Showing emotional support:*** You as mentor should offer reassurance, validation, and understand when the team encounters obstacles. In the obstacles, they might be demotivated or change their ideas out of their project. In this process, you should be ready to steer them to the right path.

d. ***Becoming a mediator :*** Conflicts are the part of the project development, management even the evaluation. The participants might have previous experiences or they might have different understandings during the

implementation of the project. In this process, you have to be ready to become a mediator to manage their differences and provide them a mediation to tackle with the challenges in their teams.

3) **Developing Trusting Relationships:** Building trust in relationships is crucial, especially in a professional setting. It enables open communication, reduces misunderstandings, and promotes effective collaboration. **Building trust requires consistency and reliability**. The participant should be able to rely on you for helping and depend on you when they require to reach out the people to engage in their activities, develop their projects and overcome the obstacles that they face during the implementation of their projects.

In addition to that, the **transparency and honest communication** are musts in the mentor and participant communication. Thus, the mentor should build trust to make the participants able to open to him/her honestly whether about challenges, mistakes or decisions. As the mentor is a bridge between the participants and the coordination group as explained above, the confidentiality between the participants and mentors should respect the private and sensitive information to reinforce the trustworthiness. Unless, it is extremely problematic issue which might danger the overall program or project, the communication between mentor and mentees *i.e. project teams* should be confidential.

4) **Understanding Non-Verbal Communication:** During the communication, the non-verbal communication is the key to keep the speaker and the listener to be engaged in the conversation. Non-verbal communication includes body language, facial expressions, tone of voice, gestures, and eye contact. These cues often convey emotions or attitudes that words may not fully express. Some of key aspects of understanding non-verbal communication include. These are the only examples but :

   a. **Reading body language:** Folded arms might indicate defensiveness, while open posture shows receptiveness.
   b. **Interpreting facial expressions:** A frown or raised eyebrow can signal confusion or disapproval.
   c. **Tone of voice:** The way something is said—whether calm, stressed, excited, or angry—can change the meaning of the words.
   d. **Personal space:** Respecting someone's physical space is important to make them feel comfortable and avoid intimidation.

It is important to understand these non-verbal communication clues. These are the main and most visible ones, but the mentors should keep on eye on the non-verbal communication clues during both online and offline communication channels.

5) **Building Rapport:** Rapport refers to creating a sense of connection, harmony, and mutual respect between people. Building rapport in professional relationships helps improve communication and teamwork. Between the mentors and project teams, building rapport helps the communication through the project cycle and beyond as ongoing which can help the participants to become more open and be professional with a respectful ground. Techniques for building rapport include:

a. **_Finding common ground:_** Identifying shared interests or goals fosters a sense of connection. The project teams and mentors might have different understanding of the common issues or the goals and interests might differ. Rather than absorbing and assimilating the idea, interests or goals of one another, mentors should accept the differences and able to negotiate to find a common ground.

b. **_Mirroring body language:_** Mirroring the body language helps both sides of the communication to create a subconscious bond. Thus, it is important to subtle imitation of posture or gestures which helps create a subconscious bond between the speaker and the mentor.

c. **_Using positive reinforcement:_** Mentors one another role is to support participants and keep them motivated throughout the project cycle. It is important that, the mentor should compliment, appreciate, and acknowledge contributions. As a result, these positive reinforcements can boost rapport.

d. **_Being genuinely interested:_** Yes or No questions do not keep the communication engaging but ends in it. Thus, asking open-ended questions and listening actively shows that you care about what the other person says and helps the project teams to elaborate their issues while providing a detailed information to the mentor about the overall project management process of the participants.

6) **Explaining, Summarizing, and Providing Information:** Clear communication is key in any professional or personal setting. Explaining involves breaking down complex ideas into understandable language, while summarizing provides a concise version of key points. As mentors, it is clear that you are aware about the project jargon, the topics, the context. Though, the young people might not be aware about the jargons that you might use, thus being as clear as possible while transmitting information might reduce misunderstandings and provide a common understanding between the groups. While summarizing, it is important to focus on the most relevant facts and conclusion rather than touching every aspect of the conversation or the issue. Mentors should make sure to provide the necessary background information to ensure the project teams *i.e. mentees* understands the bigger picture.

Sometimes using examples or analogies might help the project teams to grasp the difficult concepts. Analogies are comparisons between two things, often for the purpose of explanation or clarification. In example, "**Managing a project is like sailing a ship"** analogy can mean *"You need a clear destination (goal), a crew (team), a navigation plan (strategy), and the ability to adjust to changing conditions (flexibility)".* These anologies can provide participants with less complicated pathways to understand the difficult concepts.

7) **_Giving Feedback in a Clear Way:_** Providing feedback effectively is essential for personal and professional growth. Feedback should be constructive and delivered in a manner that promotes improvement without causing unnecessary conflict or demotivation. In next chapter, we will explain the process of giving feedback in detailed.

8) ***Understanding and Explaining the Boundaries of Confidentiality:*** As we have explained before, that the communication between the mentors and project teams should be confidential except than the issues which might hinder the overall success of their projects or the situation might danger the overall program. Confidentiality involves maintaining the privacy of sensitive or personal information. It's critical in many professional fields, especially in situations involving sensitive data, personal matters, or privileged conversations. During the initial talk, the mentors and project teams should agree:

   a. ***Know what can and can't be shared:*** Some information is meant for specific people only. Understanding where those boundaries lie is crucial.

   b. ***Explain confidentiality clearly:*** Make sure that others understand what information is confidential and the potential consequences of breaching it.

   c. ***Respect legal and ethical guidelines:*** Confidentiality is often governed by laws or ethical standards. In the issues as mentioned above, mentors have a responsibility to provide information to the coordination teams.

   d. ***Be careful with communications:*** Ensure that sensitive information is shared only with authorized people *i.e. project teams*, and that documents or digital files are stored securely through the digital platform to prevent GDPR regulations.

The skills and competences that are explained above are vital on the effective communication during the implementation process of the projects and relationship-building, particularly in collaborative environments between the mentors and project teams. In this chapter, we explained in detailed about the aspects of effective communication during the mentoring process.

FEEDBACK & ACTIVE LISTENING

Feedback & Active Listening are the cornerstones of any successful mentoring relationship, especially in the context of social entrepreneurship. As a mentor, one of your primary responsibilities is to guide participants through their learning journey, helping them reflect on their progress and areas for growth. A key component of this guidance is the practice of providing feedback and active listening.

Project Teams ⟷ **Mentor**

Feedback serves as a powerful tool for growth, offering participants insights into their performance, encouraging reflection, and fostering continuous improvement. However, the value of feedback lies not only in its delivery but also in its reception. This is where active listening comes into play. **Active listening ensures that feedback is understood, internalized, and acted upon in meaningful ways.** It creates a two-way dialogue where participants feel heard, respected, and motivated to engage in the development process.
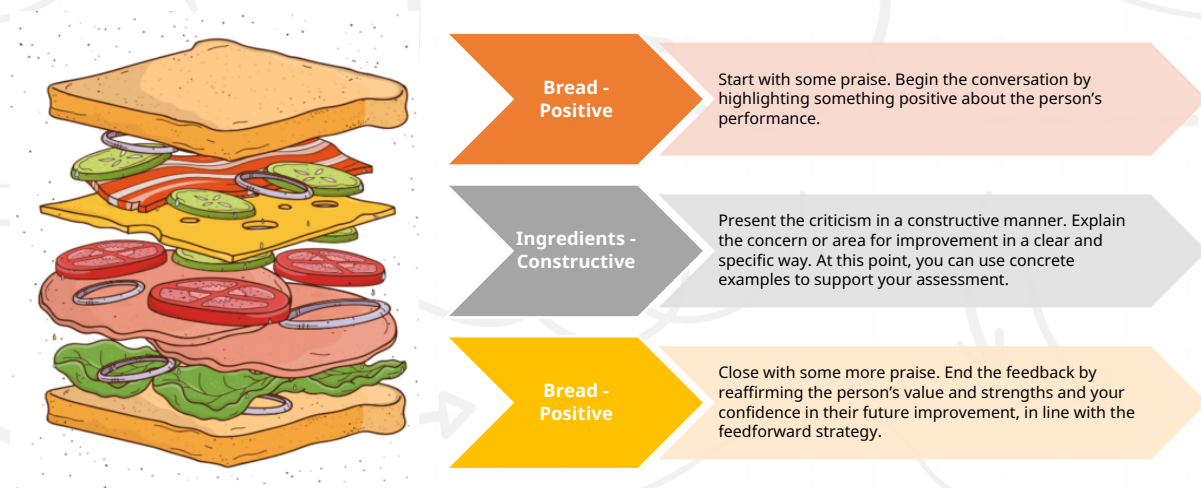
In this chapter, we will provide information on providing constructive, actionable and timely feedback which contributes to the overall personal and professional development of participants and increases their abilities to engage with the project teams in meaningful manner. By mastering these communication skills, mentors can empower project teams to take ownership of their

projects, enhance their critical thinking, and build stronger interpersonal skills, all of which are essential for success in the implementation of the projects within the program.

Feedback

We are continually receiving and giving feedback, both explicitly through oral and written language, and implicitly through gestures and tone of voice. It is important to distinguish feedback from evaluation. **Feedback is a formative assessment tool** that uses descriptive, constructive, and nonjudgmental language. **Evaluation is a summative assessment tool** that judges outcomes and allows for comparison against a standard of performance.

For giving feedback, we have a model called feedback sandwich. The sandwich technique is a feedback method that consists of wrapping a negative criticism between two positive aspects. Hence its name, for the bread represents the praise and the filling, the reproval. Although it was originally conceived as a tool for managers to provide employee feedback, over time its use has spread beyond the professional sphere to include other disciplines such as sales, psychology, education, etc. As a result, many people now use the sandwich technique in different areas of their lives, in both professional and personal settings. We are suggesting mentors to use this model to tackle with the issues while working with the project teams.

Bread - Positive	Start with some praise. Begin the conversation by highlighting something positive about the person's performance.
Ingredients - Constructive	Present the criticism in a constructive manner. Explain the concern or area for improvement in a clear and specific way. At this point, you can use concrete examples to support your assessment.
Bread - Positive	Close with some more praise. End the feedback by reaffirming the person's value and strengths and your confidence in their future improvement, in line with the feedforward strategy.

While using the sandwich technique, it is important to provide the feedback by sticking into the general principles :

- **Be specific :** Don't confuse the project team members *i.e. mentees* with long-winded speeches. Be clear about the negative and positive aspects you want to convey. It is better to be short then overexplanation of the situation which can be understood in a different way.

- **Stick to the facts :** Make sure the message focuses on the work and behaviour that you liked or disliked, but avoid singling them out. Do not make it personal or give personal opinion on the chrachter or the act, but try to be objective and factual while providing facts.

- **Maintain a respectful tone :** Try to keep the conversation friendly so that the project teams does not feel 'attacked'. It is important as we have explained above in effective communication section not to be judgy while working with the project teams. Your role is to be supporter at first, motivator at second.

- **Facilitate the interaction :** When using the sandwich technique, giving the other person time to share their point of view is also important. It is important to give them a space to share their opinions in case that there is misunderstanding which might hinder your interaction with them. In that case, the feedback should facilitate the interaction between you and project teams.

- **Think of ways to help them improve:** Your role is to provide them pathways to achieve their project goals and develop their ideas. Do not use empty words. Try to find out what is causing their issues or the challanges and identify actions that can help them improve or resolve the conflict. Is it something that you haven't overseen either? It is better to accept the fact that you have no solution but steering them to pathways to make them think of ways to improvide is important.

- **Follow up :** Finally, evaluate how the negative feedback given through the sandwich technique has affected the performance of the project teams. It is important to keep up with them throughout their process.

Providing iterative feedback is preferable as this provides the recipients the opportunity to improve before participating in the next activity and before a formal evaluation. Effective feedback is achieved by establishing a positive interpersonal relationship between the person(s) providing feedback and the recipient(s) as this creates an environment that fosters development. In that case, if you have seen some rooms for improvement during the early stages of project implementation process of participants, it is better to engage with them to check

Most of the time, you as mentors and project teams will document overall process through mentoring reports (reporting section) through the online virtual module though the channels of provision of feedback important. Whether, you are providing feedback or receiving feedback about the mentoring process, it should be documented and create an environment that foster the personal and professional development yours as well as the project teams.

Feedback should have 7C's of Communication as **Concise, Clear, Concrete, Correct, Complete, Coherent, Considerate.** These C's are explained below in detailed to make your feedbacks more understandable and effective. It is either online or offline communication channel, keeping these C's in mind, would increase the chances of the messages delivered correctly.

1) **Concise:** The most understandable, articulate statements are often as brief as possible. Speaking concisely verbally and in writing can help you distill your message to the most important parts. It also may make your message easier for the reader or listener to interpret. When preparing a speech or presentation, conversing with others or writing an email, try to use specific language and limit unnecessary words or sentences.

2) **Clear :** You should be straightforward with your meaning by using direct language and including all necessary details for the reader to understand what you're saying. For example, when a project team emailing to you about discussing an issue, an unclear message might say, "I'm wondering about a potential change in the terms of my project. Can we talk?" A clearer way to communicate might be, "I'd like to schedule a one-on-one meeting to discuss my project. My teammates are problematic. Please send me some available times this week to speak about it.". It's also important that you gain clarity when confused about someone else's meaning in a conversation. When listening to someone,

identify and summarize what the speaker says to demonstrate your understanding. If you're unsure, you can always ask questions or paraphrase to gain further clarity.

3) **Concrete:** Great communication is often actionable. Rather than strictly discussing intangible ideas in your writing, try to include tangible problems, solutions and actions. Consider including descriptive language that the listener or reader can easily visualize.

4) **Correct:** Check your communications thoroughly for any errors. This includes inaccuracies, such as misreported facts and figures, grammatical errors and misspellings. Ensuring your messages are correct can increase your credibility and professionalism. Do not use any jargon while providing information to the project teams. It is important that you provide information clearly and concisely.

5) **Complete:** Double-check that you've included all the important components of your message. Review your statements to ensure you cover all elements that may be critical to the audience's understanding. Add any context that might help them, and consider using visual aids to supplement your words. Most messages can also benefit from a call to action, which tells the audience what you want them to do in response to your statements.

6) **Coherent:** Coherent statements are another key element of effective communication. This means that your message makes logical sense, occurs in a reasonable order and is simple for the reader or listener to follow. Consider asking a peer to read an email before you send it to share if they feel it's coherent.

7) **Considerate:** It's always important to be polite in your communications to show the other parties involved that you respect them and everything they bring to the conversation. Be considerate of other people's preferences and cultural backgrounds when speaking with them and try to limit assumptions about their level of comfort with sensitive topics. It's also helpful to consider the context of your conversation.

While keeping 7Cs of feedback and communication is important, there are additional tips to consider while giving and receiving feedback. Besides the rules above that we have underlined it is important to keep in mind the frequency, the content, the attitude while giving and receiving feedback. In next section, we have underlined the rules which are important to keep in mind while giving and receiving effective feedback as summarised in the table below.

Rules of Giving & Receiving Feedback

Giving Feedback	Recieving Feedback
• Prioritize your ideas • Concentrate on the behaviour, not the person • Balance the content • Be specific • Be realistic • Own the feedback • Be timely • Offer continuing support	• Listen to the feedback • Be aware of your responses • Be open • Understand the message • Reflect and decide what to do • Follow up

Giving Effective Feedback

Feedback should be nurturing rather than discouraging. Therefore, there is a thin line to choose the words while giving feedback and keeping the idea of the feedback within the borders of professionalism. You should never go below the belt, never make it personal, but keep the feedback in the meta level. You might disagree the way the mentees are implementing their project or approaching the other people about their project, you should keep the feedback professional and make it clear to the project teams *i.e. your mentees* that it is a professional relation.

We have underlined several rules to give effective feedback while working with young people especially with the project groups. These rules are explained below :

1) **Prioritize your ideas :** You should limit the feedback to the most important issues and be empathetic while giving the feedback. You should try to put your self into the shoes of the receiver *i.e. your mentees* "Is there a potential value to them?" of this feedback. Or if I say these feedbacks would it be too much. Often, as they are not experienced well as much as you are, that can be the case that providing too much feedback might be discourcing and overwhelming for them.

2) **Concentrate on the behaviour, not the person:** It is important to tackle with the issue of the behaviour, the issue without putting the interpretation of your side about the exact behaviour. For example, *"I haven't heard from you about your project report for a week. I'm worried that you are not doing the work. Can we meet soon to discuss it?"* rather than *"You obviously don't care about your project or the program anymore!".* First will keep the communication channel open, rather than close and there might be several reasons that the mentees or mentee is not involving to the process fully. Therefore, with saying the first example rather than the second, you might learn the hindering issues or demotivating situations which might help you to provide them with a better guidance.

3) **Balance the content :** It is important to provide the project teams with a balanced feedback as we have explained in the feedback sandwich model by addressing the strengths and their opportunities for their growth. In that sense, providing feedback on strengths acts to identify and reinforce the learning, skills, and behaviours that the team should continue engaging in and continue doing so. On the other hand, providing feedback on opportunities for growth and improvement with actionable and tangible methods of implementation will enable the project teams make necessary changes to implement their activities in a meaningful way.

4) **Be specific:** You should avoid the general comments that may not be useful or have limited usage of the project teams. You should never forget that the project teams have less or no experience on implementing such projects, thus try to include examples to illustrate and elaborate your feedback. In addition to that, you might offer alternative paths for the project teams to follow rather than giving an advance, which might help the project teams to decide what path they want to take after it.

5) **Be realistic:** You should focus on what can be changed rather than explaining situations what might cannot be changed by the project teams. It can be frustrating for project teams to hear something which they might not have a control over. In addition to that, you should never used the words as *"always" or "never".* The people's behaviour is rarely that consisted which might create a understanding among the project teams that you have prejudices over them or their behaviours.

6) **Own the feedback**: While giving feedback, you should always use the pronoun as "I", rather than "they" or "one", which might imply that your opinion is universally agreed and that is way more a rule than an opinion. You should never forget that the feedback you are providing is only your opinion not a set in stone rule. Therefore, you should always have an open channel with project teams about their work without any blame even they did something wrong but being supportive.

7) **Be timely**: You should find an appropriate time to give your feedback. If you wait too long, the feedback would not be relevant to the situation and lose its impact. In addition to that, it might create a resentment towards you as the project teams might understand that the opportunity to improve their work is already passed and they do not have any other option to overcome this issue. Moreover, in case that your feedback is negative, you should take your time to decide what you would say or write before taking an action.

8) **Offer continuing support:** Your role as mentor is to provide continuous support for the project teams. You should offer your support when they face with bottlenecks, challenges or issues in their projects. When it comes to giving feedback it is same. Your feedback should be a continuous process enabling growth, rather than one-time event. Later on, you should follow-up the feedback you provide to ensure that the project teams are following upon your feedback in the next stages.

These are the feedback rules while giving feedback that you should follow, though, you would be in the place as well receiving feedback about your work when it comes to the issues that you discuss with the project teams *i.e. your mentees.* You should not forget to consider the rules as mentor to receive the feedback and switch your role as a learner than educator at that point. Therefore, in next chapter, we explain how to receive feedback effectively as a mentor and you should make your mentees remember these rules while giving you feedback.

Receiving Feedback Effectively

In this chapter, we underline the ways to receive feedback and the overall process. It is important that you are aware about these rules while receiving feedback. The project teams should not feel uncomfortable or bad or hesitant to give you feedback as a mentor. These rules are not clear-cut, but a list of guiding principles for you to consider while receiving feedback about your support from your project teams *i.e. mentees.*

1) **Listen to the feedback :** You should not interrupt your mentee even that the idea might not sound reliable or senseful. You first hear him/her out and listen to what they are really saying, not what you assume they will say without any interruption. You can absorb more information if you are concentrating on listening and understanding rather than being defensive and focusing on your response as mentor.

2) **Be aware of your responses:** Your response might discourage and give a bad overview on the project teams. Moreover, your body language and tone of voice might speak louder than words that you are giving. Do not forget, your role is to support them and provide them with a path for success. Thus, it is important that you try to avoid putting up barriers but develop an enabling environment. If your body language seems not interested, that might send a negative message. On the contrary, if you shown your attentiveness, it might indicate that you value their opinions and puts them and you at ease to absorb new opinions and ideas.

3) **Be open:** You should be open to the new ideas and different opinions. The mentees might have totally different ideas than yours about life, about politics, about the issues that they

see around. It does not mean that they are wrong, at the same time, it does not mean you are wrong. Thus, you should be receptive and open to new ideas and different opinions. Sometimes, there are several ways to achieve the same goal or doing something that will yield the same result. You should use that as a learning opportunity for yourself, rather than shutting their ideas down.

4) **Understand the message:** You should make sure that you understand what they have meant and what has been said to you before responding to their feedback. You should ask questions if necessary and if you see something is unclear. Moreover, you should use active listening skills such as summarizing the key points of their talk to show that you have understood and interpreted their feedback correctly. Lastly, you should be explicit as to what kind of feedback you are seeking beforehand so you are not taken by surprise.

5) **Reflect and decide what to do**: The learning doesn't end and not everybody knows everything. As Socrates said *"All I Know Is That I Know Nothing",* start from there. Before reflecting on the feedback, be open and understand the content and value of the feedback. Then, assess and decide the consequences of using it or ignoring it. Your response is to each feedback is your choice, you might disagree with the content of the feedback, then you can ask the another member of the project team to understand they see the same way of your work or behaviour or it is just an individual opinion.

6) **Follow up** : There are several ways to absorb the feedback and follow-up on it. You might simple implement the things that are said to you, or you might reflect upon them and change your behaviour or attitude or way of doing things. Therefore, it is important to understand the feedback clearly, reflect and create strategies to act upon the feedback that you have received.

Feedback is the main driver of the personal and professional growth within the structure of the program. It helps both sides of the aisle as well as the coordination to run things smoothly while developing spaces to create learning. Therefore, it is important to follow-up the issues and tackle with the challenges together with the mentees. However, it is important to keep in mind that, while feedback is usually productive, it can be counterproductive, damaging and demotivating. Therefore, keep the rules in mind below table.

Don'ts of Giving Feedback	Don'ts of Recieving Feedback
• Don't Make It Personal • Don't Be Vague • Don't Overload with Criticism • Don't Use Loaded Language • Don't Assume Motives	• Don't Get Defensive • Don't Interrupt or Argue • Don't Take It Personally • Don't Ignore It • Don't Overreact

You should keep in mind that feedback exists for productivity and support rather than blaming and criticising. Therefore, it is important to keep in mind that feedbacks are not personal, they are not to your character but the work or the support you give as mentor at the same time, you should make your project teams understand that, it is not to your character but to their work to prevent a hostile environment. In next chapter, we explain the active listening as a part of effective communication and making the overall support mechanism effective to provide decent and enabling environment for project teams.

Active Listening

Being a good listener does not necessarily mean that you are an "active listener". You might put away all the distractions, stay quite and pretend that you are listening like nodding your head. Even sometimes you might repeat back what the speaker says to demonstrate that you are listening, the points of the talking is heard and absorbed by you. While, these are the starting points of active listening, still you need more to be an active listener in order not to leave the speaker feeling unheard or dismissed. While we talk, we often give signals or provide emotional clues about the overall situation. Thus, active listening involves reading subtle clues to control your response, empathy and self-awareness. In this chapter, we explain in detailed what active listening is and how can you improve these skills while working with project teams.

Active listening is when you not only hear what someone is saying, but also attune to their thoughts and feelings. It turns a conversation into an active, non-competitive, two-way interaction. According to Robin Adams and Boris Groysberg from HBS[2] active listening has three aspects as **Cognitive, Emotional and Behavioral.** They explain the aspects of active listening as follows:

- **Cognitive:** *Paying attention to all the information, both explicit and implicit, that you are receiving from the other person, comprehending, and integrating that information*
- **Emotional:** *Staying calm and compassionate during the conversation, including managing any emotional reactions (annoyance, boredom) you might experience*
- **Behavioral:** *Conveying interest and comprehension verbally and nonverbally*

However, these aspects cannot be gained overnight and it is impossible to practice right after. Thus, as they claim it is a lifetime endeavour while minor improvements might create a huge impact on the effectiveness of the overall conversation process with your mentees.

Each person has different listening style, therefore it is first important to understand your listening style, whether you are a task-oriented listener or a relational listener. You have to learn about your listening style. Therefore, it is important to ask before everything **"How do I usually**

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2 How to become a Better listener. (2021, December 21). Harvard Business Review. https://hbr.org/2021/12/how-to-become-a-better-listener

listen?". In addition to that, you might need to shift between these listening styles according to needs of your mentees. Here are the examples of listening styles :

- **A task-oriented listener** is focused on efficiency, and shapes a conversation around the transfer of important information.
- **An analytical listener** aims to analyze a problem from a neutral starting point.
- **A relational listener** seeks to build connection and understand and respond to the emotions underlying a message.
- **A critical listener** typically judges both the content of the conversation and the speaker themselves.

Before continuing, you should self-reflect about your listening style, which fits to you and which you often practice helping you make a conscious, deliberate choice about whether to use that style or choose a different mode that's more appropriate for the specific situation. In addition to that, you should make an active and conscious choice about *"How to best listen"* by asking the question **"Why do I need to listen right now?".** Reflecting on these in each particular conservation you have, can help you to make a way to listen best at the moment. Is your mentee in need of a honest critique or a emotional support in that moment? Using empathy to think about what your project teams might need from your conversation can help you to create a listening strategy at that particular moment. Here are 10 rules to follow up while listening to help you guide the conservation and make the person in front you feel listened more:

1. ***Repeat key words:*** Echoing the last few words helps the speaker feel heard, keeps the conversation on track, and provides a pause for both parties to gather their thoughts.
2. ***Avoid rephrasing unless necessary***: Direct repetition is more effective than putting things in your own words, which can introduce misunderstandings or emotional friction.
3. ***Use natural nonverbal cues:*** Eye contact and body language are important but should come naturally; if they don't, inform the other person in advance.
4. ***Observe nonverbal cues:*** Pay attention to tone, facial expressions, and body language to understand the emotions behind the words.
5. ***Ask questions:*** Asking more questions ensures understanding and shows attentiveness, while also prompting clarification of important details.
6. ***Minimize distractions:*** Eliminate external and internal distractions to focus on the conversation, including calming yourself if the topic is emotionally charged.
7. ***Acknowledge limitations:*** Be upfront if you're not in the best state to listen (e.g., tired or unfamiliar with the topic), and ask for clarification if you lose focus during the conversation.
8. ***Avoid planning responses while listening:*** Give yourself a brief pause after the speaker finishes to process and compose a thoughtful response.
9. ***Monitor your emotions:*** If emotional reactions arise, slow down the conversation, repeat key points, and maintain focus to avoid disengagement or defensive responses.
10. ***Practice empathy***: Try to understand the speaker's perspective and emotions, not just their words. Putting yourself in their shoes helps you connect on a deeper level and respond more compassionately.

Least but not last; Active listening is a skill that involves more than **just hearing the words spoken; it's about truly engaging with the speaker to foster understanding and meaningful connection.**

GUIDING PARTICIPANTS

Guiding participants in a program like **Give a Chance** requires continuous effort and support, not only during the implementation phase but from the very first day of planning and project development. This ongoing commitment ensures that participants are empowered and equipped to succeed in their social entrepreneurship journey. In this chapter, we have outlined the various aspects of how to effectively guide participants throughout their journey within the Give a Chance Programme.

The co-development of the projects began during the Kick-Off phase of the programme, where Mentors and participants collaboratively worked together to define project goals, strategies, and action plans. The steps outlined during this initial phase provided a solid foundation for each project's development. However, we emphasize that the co-development process does not end at the Kick-Off stage. Rather, it is an ongoing process that should be revisited and refined throughout the program's duration.

We believe that revisiting the co-development process is critical, as it allows for adjustments and changes required in response to new challenges or evolving circumstances. Over the course of the program, some projects may face unforeseen challenges that could require *"re-development"* of the overall process. These challenges may arise from issues outside the direct control of the mentors, organizations, or participants, such as shifts in societal needs, changes in the community, or unexpected external factors.

Revisiting the co-development process ensures that projects remain relevant, effective, and adaptable. By continuously engaging with participants as mentors, and by keeping the lines of communication open, we create an environment where the projects can evolve in response to real-time feedback and emerging societal issues. This dynamic approach helps the program stay aligned with its mission and allows project teams to better navigate the complexities of social entrepreneurship and address the issues in their communities in coherent manner.

Co-Developing a Project with Project Teams

Co-development process starts with a collaborative project development : engaging mentors and participants together to the process to work together, to design, implement and refine the project to be implemented within the program. This requires a collective effort, shared knowledge to address the issues in the local communities of the participating countries (Turkiye, Spain, Tunusia, Morocco) by the projects that are implemented to turn as social enterprises.

As mentors, you are the experienced in project development with different expertise and knowledge while the young people are both community members and initiators of their ideas. In addition to that, the group members experiences in both might be different from each other as a project team, therefore it is important to understand these differences during the process of project development and use that as a leverage for the achievement and success of the project.

Therefore, it is important to harmonise this knowledge of yours *i.e. as mentors* and the project team members *i.e. as mentees* during the co-development process so that the different experiences and knowledge can come together, create stronger and more impactful business solutions to the social issues with a social entrepreneurial aspect. The co-development process, that we have identified and plan to implement during the project, requires that rather than a single person or group making all the decisions, the process engages everyone to involve in the development of ideas, challenge assumptions and solve problems together as a team with your

guidance as mentors. We believe that there will be conflicts, discussions or heated arguments within the project groups, however, the conflicts often lead to more creative and out-of-the-box solutions and develop more understanding between the people. Therefore, your role might be being the mediator to tackle with these conflicts and make these conflicts as a fruitful dialogue rather than a harmful action in the project development process.

Planning and Conceptualization:

First stage of the co-development process involves the young people and mentors together to tackle with a societal challenge that they choose through a problem identification period. During this phase, the project teams and mentors work jointly to identify the key issues and see the viability of the project to be implemented within the project implementation period *i.e. 6 months.* If the project cannot be implemented within this time frame, the ideas should be downscaled and developed as a pilot.

In this process, the young people should keep in mind that, this is a tryout place for their projects rather than whole overall project. In addition to that, they should align with their goals, objectives and the issues that they want to work as a team. Therefore, during the planning and conceptualisation process, it is important for mentors and project teams to understand that, the project should :

- Address the societal challenges in the participating countries
- Have income generation feature in long-run
- Be scalable to implement in a bigger scale to reach out wider target group, scaling up to other places etc.
- Have enough resources to fundraise or be implementable with the project budget provided within the program

Therefore, while keeping these criteria, the mentors should revisit the projects and make the participants work meaningful in a supportive environment. While keeping in mind, **an idea is never a project**. You have to tell the participants as well, following is a not a project:

- Explorations
- Go on indefinitely
- One person working alone (it is a team work)
- Creating or doing the same thing again and again
- Without any constraints (time, budget etc.)
- Without a start and an end

But project is a path from point A to a point B which can happen as a simple line or a catastrophic curves as below. Sometimes this journey with your project teams will be look like the line with green arrows, but sometimes it will be like the red ones. You should prepare yourself to deal with this process and make the rules clear in the planning and conceptualisation phase.

Co-Design and Co-Creation:

Now as the project teams agree and understand about "What is a project within Give a Chance Program and What not?", it is time to design and create the overall idea. During this phase, you have to include the young people to the process and take down their ideas from "clouds" to "soil". So that they can address the issues, enjoy and develop their own ideas while internalising the overall process together.

Therefore, in this design process, we start with setting clear objectives and goals for the project members. As a rule of thumb, in this process, the project teams should internalise the overall process and develop their own "vision" and "mission" statement.

Vision : It is the long-term aspiration of the project team and answers the big question as "Why?" behind the work being done. It should be inspiring and serve as a guiding light, motivating all involved to stay focused on the bigger picture that can attract the wider audience than the beneficiaries to support the idea.

Mission : Mission of project teams should provide an actionable roadmap to achieve the vision that they have decided. It should articulate the purpose of the project team and give a specific roadmap which can be done to reach out the desired outcomes.

Before defining the objectives and goals, developing vision and mission statement shows the commitments of the project teams and during this phase as a mentor your role is to help the project teams *i.e. mentees* find a right wording by questioning in a deeper level to reflect and choose their vision and mission.

Defining a mission would help their effort be aligned and ensure that their decisions are in service of their vision. In addition to that, this can develop into a bigger action with the proper guidance. During the development of vision and mission statements, the participants should identify the problems that they are going to work and create a long-lasting positive social impact in the communities which their project ideas. During this process, we have used the problem tree identification method. Before starting to develop the problem tree, the participants should answer the following questions:

1) *What problem do you want to solve?*
2) *Why does the problem exists at all?*
3) *Which negative consequences does this problem bring?*
4) *Choose which causes you can work as a group with the framework of the programme*
5) *With keeping the cause in mind, which you want to change as a consequence?*

Answering these questions will help the participants to identify the three main aspects of every project idea which will be developed within the programme : The problem, the consequence of the problem and the causes of the problem. In that sense, the project teams can align their ideas with the reality of their countries (please use the social context section) as well as their motivation to work on a specific topic. In addition to that, identifying the real causes and consequences might help the participants to divert from their original idea and make more sustainable, achievable and successful idea for creating a social impact.
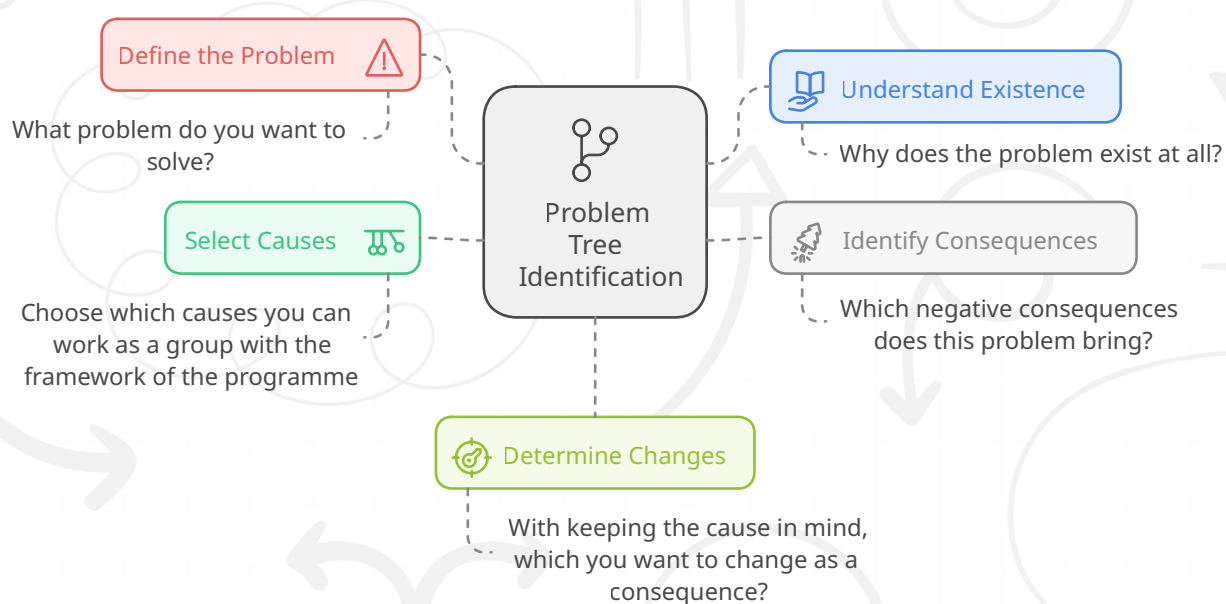
We have revised the problem tree identification to make it more clear for the young people and mentors to use it consecutively to address their issues as above. In both mentoring training and training for young people, we have worked on the idea of SMART goals, how to establish them and use them throughout the project implementation cycle. That goals should be revised and revisited throughout the project cycle in case that it is not "achievable" or not anymore "realistic", they should be changed according to the shifting and ongoing paradigms in the communities.

SMART objectives will allow the project teams to create clear and actionable time plan and budget and make them to clarify the tasks in a clearer way. We expect that each project has at least 3 objectives with one general aim. While setting these objectives, the project teams should keep in mind the overall content of the program and the project activities.

You as mentors have likely encountered the term "SMART goals" before during your previous work, though that might be new to the participants. Even though, there are several interpretations of SMART Objectives, we will use the following terminology during the implementation period of the project :

Specific: Objectives of the projects of project teams should be clear and focused. Vague, broad goals are ineffective because they lack the necessary direction. The purpose of a objective is to guide you, and a well-defined objective is much more likely to be achieved than a vague one. To create a specific goal, consider the following "W" questions:

- **What**: What exactly do I want to achieve?

- **When**: By what date or timeframe will I achieve this?

- **Why**: What are the reasons, motivations, or benefits for achieving this goal?

Example: A general and vague objective might be, "Get in shape." A specific objective would be, "Join a gym and exercise three times a week."

Measurable: For an objective to be measurable, it should include clear criteria to track their progress during the project implementation process[3]. Define how you will measure success. During this process, the project teams should focus on answering the following questions :

- How much?
- How many?
- How will I know when the goal is accomplished?

Example: Let's say, your goal is to create a change in neighbourhood, how many people do you plan to reach, how much change in which specific context you want to create, how you will know when your objective is reached. "Our objective is to reduce the plastic consumption among the 500 households in our community by 25%" is a measurable objective, though, to reduce the plastic consumption in our community is not a measurable objective.

Achievable : The project teams have a time-limit to reach our their project objectives that they have created. Therefore, it is important that they should break it down into smaller, actionable steps, and assess the resources, skills, and mindset needed to reach it. The process of setting and working toward their goals will help them grow, develop new skills, and uncover opportunities they may have missed. However, engaging them with huge objectives and not being able to reach these objectives might create a demotivation and drop-out from the program. As mentors and coordinators, your role is to keep them in track and make them plan strategically.

By planning strategically and allowing enough time to follow through, even ambitious goals can become achievable. However, they should keep in mind that within these projects, they have 6 month period. The key is not shrinking their goal, but expanding themselves to match it. As they work toward their goals, they will see themselves as capable of achieving them.

Realistic : A goal is realistic if it's something project teams and you as mentors both willing and able to work toward. Your goal can be ambitious, but it must also be grounded in reality. High goals can be more motivating than low ones, as they push you to perform at your best. During this process, your role as mentor to make the participants learn about your previous achievements and failures and make them consider what conditions need to be in place for the objective to be realised. If they and you believe it is achievable within the time-frame that is put in the program, it is likely to be realistic.

Time-Bound : Every project has deadlines and milestones. Thus, every objective should have. Without a timeframe, there's no sense of urgency, and progress can delay which might create a series of problems. A goal like "I want to lose 10 kgs" lacks direction, but "I want to lose 10 lbs by May 1st" puts a specific deadline and activates the people's subconscious mind to start working toward that target.

Using these guidelines can help the project teams to set up SMART objectives for their projects. In case that, the project teams have realised that they are not able to reach out their objectives by the end of the timeline, these objectives can be changed and evolve throughout the project implementation period. In addition to that, the SMART objectives can help the project teams to manage the team work who will deal with what, which time and how can be assigned from the start which we have explained in "Roles of Project Team Members" section.

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3 We have as well explained this in detailed in "Impact, Monitoring and Evaluation" section about creation of indicators and measurement tools to ensure that impact created by the projects is measured.

Specific 👁
What: What do I want to accomplish?
When: Establish a time frame.
Why: Specific reasons or benefits.

Measurable
How much?
How many?
How will I know when it's accomplished?

Realistic 🍄
Willing and able to work.
High but realistic goals.
Past accomplishments.

SMART Goals

Attainable
Identify important goals.
Develop necessary skills and attitudes.
Recognize opportunities.

Time Bound
Set a deadline.
Create urgency.
Anchor goals within a timeframe.

SMART Goal Scheme

Besides, SMART objectives, the participants should keep in mind the specific and general objective as explained "About the Project" section while formulating their goals so that their projects directly contribute to the general and specific objectives of the program. This alignment also plays a critical role in measuring the project's success. It ensures that the intended social outcomes are not looked over by internal project metrics.

Even though, there are several ways to develop a project plan such as Logical Framework Model, Theory of Chance Model, due to our context, we have adopted the Business Canvas Model and put a name as **"Give a Chance Canvas".** Give a Chance Canvas provides the mentor and project teams with a clearer pathway to sketch their ideas and use it through the project implementation period to revisit and change it constantly. In that way, the process is developed clearly throughout the implementation of the project and help the participants to engage with each other during the process by keeping these canvases available throughout the training course, helped us to finalise the overall context and provide participants with a clearer pathway to develop their project application forms.

In each section, the participants answered specific questions to address the sections of the project development process and crafted their ideas with a clearer pathway and seeing the overall concept in one piece of paper in teams with the help of their mentors. **During the implementation and co-creation process as mentors your role is to revise this canvas and project application each month and check the overall unfolding process of the project and its success.** Project is a plan, set of activities involving people and everything can go wrong and at the same time nothing can go wrong as well. By keeping this in mind, you should revisit monthly with your project teams to check where they are, what is done and what is missing so that you can support them to overcome challenges, issues and the problems throughout the project process.

GIVE a chance *Canvas*

Group Name :   Group Members :   Country

Problem	Values	Activities	Relationships	Risks
Objectives	Human Resources		Stakeholders	Impact

Cost Structure	Where to find money ? - Revenue Streams

This model is adopted from Business Model Canvas and Social Business Model Canvas to the context of the project.

Each section in the canvas requires a detailed information which should later reflected on the project application form **(Annex – 1 : Give A Chance Project Application Form For Young Participants)** for the participants' application process of their projects. The stages of filling out the business canvas is explained below for mentors to use this model through the development and implementation process of the project ideas. These steps should be followed consecutively without jumping from one to another for a successful project development process. Such as without problem statement, jumping into activities because the project teams have an idea, would not help but hinder the overall process.

Problem statement is the foundation of the project idea. It defines the borderlines of the issue or the challenges that the project plans to address. That can range from issues of social inclusion, youth unemployment, lack of educational opportunities, marginalization etc. Though, these are not the problem statement within in our program. Why? Because, without data, without community purview, without understanding of the certain issue, the problem might be perceived as *"non-existent"*. Therefore, the problem statement should be clear, concise, backed by data or observations that illustrate the need for intervention. For example, in a rural area facing high youth unemployment, the problem might be framed around the lack of access to quality education and vocational training, leading to low employability. By identifying the root cause of the issue, you create a clear rationale for your project's existence. In this process, the problem tree method would help the participants to define the issues more clearer.

Example: "In the community of city X, youth unemployment rates exceed 35%, largely due to a lack of digital skills and vocational training opportunities, leaving young people disconnected from the labor market."

In that sense, our problem statement would be :

- **Problem :** Youth unemployment rate above 35% in *city X* according to the statistical institute of *country Y*
- **Cause that we want to work on:** Lack of digital skills and vocational training opportunities
- **Consequence that we want to change :** Making young people disconnected from the labour market

We will continue to fill out the canvas with this example, to make it more clearer for you as mentors and for participants to deal with this issues in long-run. In both handbooks, this process is explained in detailed for mentors and for participants to clarify the overall process of project development. After clarifying the problem statement to work on, the project teams should start on the development of the objectives. In order not to lead participants and mentors into one direction, our country will be *"country Y"* and city will be *"city X"*.

For finding data, you should check the statistical institutes of each country and Eurostat for the statistical and demographical data with specific to the situations. In addition to that, you can check the reports of OECD, WorldBank, IMF, World Economic Forum, European Commission Reports for qualitative and quanitative information which might as well as help you to figure out additional information concerning to the issues with solution maps.

Objectives are the most important section of the project development process. The objectives should be aligned with the SMART as it is explained before. They objectives should not be a general term, but it should be developed from the problem statement by making the problems and their causes as a positive term rather than a negative. In addition to that, the objectives should include the quantitative and qualitative target such as the number of people trained or employed, or improving community engagement.
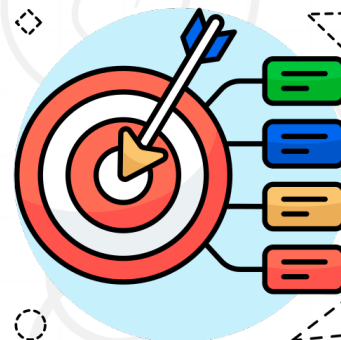
They help us to develop the necessary outputs as well as the roadmap to guide the decision-making of project implementation process. The objectives should align with the broader vision of Give a Chance Programme to tackle with the global issues while working on the localized issues.

Example: Here is the example from our problem as youth unemployment.

General Objective : To improve employability and foster the local business creation in the city X

Specific Objectives :

- To equip 100 young people in city X with digital and entrepreneurial skills
- To provide career counselling to 20 young people in digital entrepreneurship
- To provide seed-funding for 5 businesses developed by young people to foster local business creation

From the example, the specific objectives can be understood to contribute to the achievement of the general objective. Therefore, during the formulation of the objectives, it is important to address the issues from a general point of view but with quantifiable (number of young people or number of businesses, etc.). **These objectives are not final in the project teams' projects.** Keep that in mind as mentor, they might change, adopt the process or their needs and interests. Even though, they might have thought that they can reach during the project development process, in the field they might realise that reaching out these objectives is not possible. We explained in detailed, what to do during these processes in the co-implementation section, though, come back here and revise their project objectives to ensure that they contribute to the overall process, and they are achievable after this realisation.
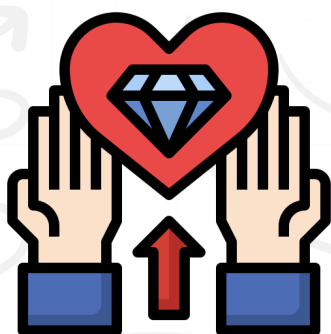
Values are the guiding principles that shape the behaviour and decisions of the project team. The values should reflect the participants' ethical and moral foundations and feed by the vision and the mission statement that the participants' developed. The values should be agreed upon and internalised by the project team members in a consensus rather than majority rules. The values often influence, the approach of the project team or the project developed to community engagement, environmental sustainability, inclusivity, and social justice. Therefore, clearly defining the project teams' values ensures that everyone involved is aligned with its overarching philosophy and approach.

Example: "The project team is driven by values of inclusivity, sustainability, and empowerment, ensuring that all activities promote equal opportunities for marginalized youth who are unemployed while fostering respect for the environment."

Human resources refer to the team members and skills required to carry out the project. This could include both paid staff and volunteers, each bringing specific expertise such as project management, training, communications, or fundraising. The project teams should identify their roles and responsibilities during this process with your guidance as mentor, so that every one of them understand their clear contribution to the implementation of their project before the start. In addition to that, if there is a need to outsource a specific aspect of the project as key expert on specific topic etc., the organisations involved in Give a Chance should provide in case that can be provided in-house by them without any charge to the project for the success of the project such as training, communication or management aspects.

Example: Let's say, the project team has member named as "Member A", "Member B", "Member C", "Member D". Each member has distinctive responsibility within the project. This roles during the development should be identified with the strengthens and weakness of each team member.

- Member A : good at project management and financial issues
- Member B : can manage the people relations and create network with the local community
- Member C : can fundraise from the businesses and angel investors
- Member D : can engage the other people as volunteers to implement the project because of his/her networks

As it seems in our example, there is no one who can deal with the communication and visibility materials, in that case, the project teams can use the virtual module to communicate with each other from different countries and from the organizations to recruit the person who might help to the process in voluntary basis in-house. In any case, that cannot be acquired internally from the organizations or the other project groups and it has to be procured, in that sense, the skill set and required service should be underlined here.

Stakeholders are individuals or organizations that might have an interest in the project's success, project's goals or the target groups that the project plans to work with. The stakeholder can vary from community members, government officials, funding bodies, beneficiaries, or organizations. Involving stakeholders to the project development and implementation process might help the success of the project as well as reduce the risks. In addition to that, engaging stakeholders means as well as incorporating their know-how to the project process. Therefore, the stakeholders and management of stakeholders is crucial for the success of the project.

During the development of the project, the project teams should keep in mind the organizations, individuals or specific target groups who are going to be benefited, involved or consulted or partnered throughout the project implementation process. In next section under relationships, we explain the strategy of stakeholder engagement through the "Stakeholder Matrix" to use it during the development process of the projects to make project teams understand who they will involve, when and how they will involve through the implementation.

Relationships with stakeholders are needed to establish and maintain through the project implementation process. The relationships should be developed to access the resources, reaching out the target group, developing social and human capital through the implementation of the process. Creating these relationships can help the project teams to access the resources and gain community support while increasing the success of the project.

Engagement strategy might change according to the role of the stakeholder throughout the implementation process. To identify, the stakeholders first the project teams should ask the following questions to themselves:

- Who is or will be affected, positively or negatively, by what you are proposing?
- Who holds official positions relevant to what you are doing?
- Who runs organizations with relevant interests?
- Who has been involved in similar issues in the past?
- Whose names come up regularly when you are discussing this subject?
- What activities will continue after the project's end? Who will be responsible?
- Who can add capacity/expertise to your project?
- What actual or potential risks or conflicts of interest could negatively affect your project?

After answering these questions, let's say you have identified several organizations and individuals as *"stakeholders"*, how are you going to create the relationships with and how the participation of these stakeholders will impact to the project. In that sense, you should use the following matrix.

	Power/Interest	Unaware	Resistant	Neutral	Supportive	Leading
Stakeholder X	Low			C		D
Stakeholder Y	Medium		C		D	
Stakeholder Z	High	C				D
.....						
.....						
......						

Power/Interest : Indicates the interest or the power over the implementation process of the project. For example, you want to do an activity in the schools and you need a permission from Ministry of Education(MoE). While MoE is your stakeholder, and it has power over your project which indicates that you must indicate the power/interest section as "High" without their approval, you would not be able to start your project.

Level of Engagement : Indicates the level of engagement of the stakeholders, whether they are aware about your project idea or would be resistant to the process, you should put whether "C(Current)" or "D("Desired") in the corresponding column of Unaware / Resistant / Neutral/ Supportive / Leading.

C/D: C means current, and D means desired. C indicates to current level of engagement of the stakeholder in the row and D means the desired level of engagement in the implementation period.

During the project implementation period, this stakeholder matrix should be kept in check and constantly change according to the level of engagement of the stakeholder and perceptions of the stakeholder towards to the project. That would help the project teams and yourself as mentor to keep the overall engagement of the stakeholders in check and create strategies to change their level of engagement over time.

For Give a Chance Canvas, you can use the following statements for Stakeholders section as an example to formulate the project teams' idea in the canvas. The Stakeholder Matrix should be kept as an annex to Canvas to be used during the development of "Project Application Form" in the final phase of co-developing process.

Example for Stakeholders: "Key stakeholders include local youth, the municipality of city X, regional employment agencies, and international volunteers. Each will play a role in shaping and supporting the project."

Example for Relationships: "The project will build partnerships with local schools, businesses, and government agencies to provide training resources, internships, and funding opportunities for young people."

Impact refers to the long-term effects that achieving the project objectives will have on the community, target population, or society at large. It's important to differentiate between direct and indirect impacts. The detailed explanation of the impact section is explained later on with monitoring and evaluation of the overall of impact. However, in this phase, the participants basically should answer the question *"What difference will our project make in the long run?"* to indicate the overall change in the impact of their projects.

The impact should be divided to two sections as *"direct impact"* or *"short-term"* impact which refers to the impact on the direct beneficiaries of the project and *"indirect impact" or "long-term"* impact which refers to the broader social change of the project that aims to change in the societal or community level.

Example: As our project was related with youth unemployment in City X and our specific objective was training 100 young people in digital and entrepreneurial skills. Thus, we can formulate our impact as short-term and long-term impact.

Short-term Impact : *"Increased competences among 100 young people on digital technologies, entrepeneurship"*

Long-term Impact: *"5% reduction in youth unemployment in City X and increased entrepreneurial activity due to created businesses by young people involved in the project"*

To measure both impact, there are several tools and ways we will introduce in the Impact, Monitoring and Evaluation section. The impact statements should be measurable with whether objective resources (such as reports from independent or national resources, yearly statistical data from governmental or private organizations etc.) or the resources that are created within the project (such as participant lists, the monitoring and evaluation reports, tests provided to the participants, feedbacks provided from the participants etc.). Therefore, while developing the impact statement, these ways of measuring impact should be taken into account.

Risks are the potential challenges or obstacles that could hinder the success of the project. The risk identification is important for the success of the project to see what can go wrong and prevent it during the planning phase by changing the overall objectives or developing activities by considering these risks can occur during the implementation period. The risks can be internal or external. Internal risks are easier for project teams to manage or mitigate as they exist within the core project team such as conflicts between the team members. However, external risks are outside factors that can create a huge impact or block the success of the project on the way. Therefore, identifying risks early allows the project teams to develop mitigation strategies, reducing their impact. Risks could be financial, such as a lack of funding, operational, like delays in project activities, or relational, such as losing key partners or stakeholders. In the risk section, we have provided "Risk Management Matrix" to mitigate, think and manage these risks through the project implementation process and explained in detailed.

Example: The risks can derive from the sources from the outside for example :

- Delays on securing the permits to implement activities
- Lack of interest from the young people
- Not being able to find trainers to implement training activities
- Not being able to secure partnerships with local schools

These risks are the varied examples of the project that we have provided throughout this chapter targeting young unemployed people to increase their skills to become digital entrepreneurs.
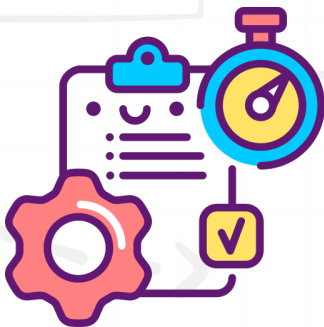
Activities are the backbones of each project. However, the most common mistake in the project development process when the people start to develop projects that, they start to develop activities first than adopt the objectives, risks, impact, and everything around the activities. Though, the activities are the tools to reach out your objectives and achieve the impact that you plan to achieve. That's the most important aspect of the project development.

The activities are the specific actions and interventions that the project teams will carry out to achieve project objectives. This could involve meetings, training programs, app development, workshops, community events relational with the development of the overall project idea. Each activity is a step to reach out the desired outcomes within the project. As mentor, you should make constantly remember the project teams that they should not forget that "AN ACTIVITY IS NOT A PROJECT!" through the implementation of their projects.

Project is consisted of set of activities interlinked, fed and benefited from each other's outputs. The activities are the integral parts of the project. During this process, the project teams should identify the key activities for their projects. Developing a detailed action plan is important to ensure that the projects progress smoothly and achieves its objectives. It involves translating the project's goals into concrete, manageable tasks, ensuring that each step is clear, actionable, and contributes to the overall aim. This process also ensures accountability, maintains focus, and enables effective time management. For this purpose, we have identified steps below for the activity development process to follow to ensure that the project activities contribute to the achievement of the objectives and creates the planned impact as a result of the overall project.

Each activity should have an alignment with at least one or more project objectives. The activities not related with any objective means that they are not related with the project. However, for the success of the project, there might be overall activities that are required to be done such as meeting with stakeholders, making purchases etc. are the overall project activities and they are still related to the achievement of one or more objectives.

We have developed a "sample model" for activity development below. You can use the following table to ensure that the activity planning process is correctly formulated and developed.

Activity Information Table	
Activity Name & Number	
Activity Description	
Related Project Objective	
Target group	
Preparation Process	
Timeline of the activity	
Required Resources	
Risks	
Responsible Team Member	

For each key activity, the above table can be filled out, it might sound as a lot of work but it might ease the project teams and your life to have it on the side to ensure that the overall project planning process is developed correctly without any points left out of the planning process.

Example : In that sense, here is the example from our project idea for youth unemployment in City X. Here is an example of the activity information table.

Activity Information Table	
Activity Name & Number	AX. Training for Young People on Digital Skills
Activity Description	We plan to provide training for 100 young people in 5 separate timelines on digital skills.
Related Project Objective	O1. To equip 100 young people in city X with digital and entrepreneurial skills
Target group	100 young people (40 female, 40 male, 20 non-binary)
Preparation Process	-Hiring trainers who are expert on digitalisation -Creating a list of people to communicate to reach out target group -Making promotion through social media and mainstream media -Developing training content with trainers ……..
Timeline of the activity	3rd – 5th month of the project
Required Resources	Trainers, seminar room, stationery, materials for trainers
Risks	Lack of participation from the young people
Responsible Team Member	Reaching out target group : Member A Communicating with stakeholders : Member B …..

By developing such a table for only with the key activities might help you to break down the overall details of each project activity and create a detailed plan. However, in the canvas model it is expected that the participants should only list down the activities with the number of the activity as it is indicated above "Activity Name & Number" such as "A1. Training for Young People". This is the overall activity development step cheat sheet for activity development to achieve the project objectives for the teams. As mentor, you should guide participants to follow these steps to ensure that they are in the right path for the development of their activities. In the following you can see the cheat sheet to guide the participants for the activity development process.

Steps for Activity Development

Step 1 : Identify the objective to contribute : The project teams should identify the objective that they want to contribute with the implementation of the activity.

Step 2 : Decide about the target group, beneficiary or stakeholder : Next, project teams should decide for whom they are going to develop this activity with specific numbers and specific gender aggregated data. These are not final numbers, they might not achieve and these should be revised in each step of the project.

Step 3 : Content of the activity : The project teams should think about the specific material, topics, tasks, and tools that will be covered with the activity and used during the activity to achieve the desired outcomes.

Step 4 : Preparation process of the activity : The project teams should plan the overall process of the preparation of the activity. If they want to meet with a mayor to secure a support for project, it means that they have to get an appointment, prepare a project file, etc.

Step 5 : Link with the other activities : The activities should be relational with each other and should have a flow. For example, before having an approval to make a concert in a public venue from the local government, or identifying the singers or performers, you cannot plan the concert. Thus, the activities should have a sequence of events linked with each other.

Step 6 : Plan the timeline and deadlines : The activities should have a timeline and milestones. When one activity is implemented within the project, the other might start or they can be done simultaneously. For that, Gantt Chart model can be used to develop project timeline and revise throughout the implementation cycle.

Step 7 : Think about the resources : For the implementation of each activity, you might require different resource. We will discuss in the cost structure section about the resources though, you might consider what materials, tools or services you might require to implement each activity.

Step 8 : Assign responsibilities : The project teams should determine who will be responsible for each task or part of the activity among the group members. Whether it's contacting stakeholders, organizing materials, or overseeing logistics, assigning tasks to specific individuals or teams will facilitate the process and avoid confusion.

Step 9 : Consider the risks : Revisit the previous step about the risk management and prevention of the risks in this stage, which might occur during the implementation of the activity. The risks can vary from logistical issues to the delays in the activities. Developing a risk plan for each activity or discussing *"What can go wrong?"* in planning phase can help the project teams to respond quickly and adjust without derailing the entire activity.

Step 10 : Re-do all the steps for the next activity : When project teams finalise one activity, you should go back to Step 1 and follow all the steps again to the last. This will help project teams to linkage the activities with each other and develop the overall process.

Before going to the cost structure and revenue streams, we want to explain as well as the Gantt Chart model for the project teams to tackle with the issues of the timeline. A **Gantt chart** is a type of bar chart that represents a project schedule. It visually depicts the start and finish dates of various elements of a project which will allow project teams to see the timeline of tasks, duration and their relation between the activities. Gantt chart is particularly useful for tracking progress and ensuring that projects stay on schedule. It can help identify potential bottlenecks and facilitate communication among team members through the implementation of tasks.

Let's say that you are going to implement a concert as a hypothetical example, and you have three months to develop the concert, the activities *i.e. tasks* related with the concert is listed in one side and you identify the responsible people in relation with each activity. In some activities, the whole team can be responsible, while in some dividing the related task between the team members might facilitate the overall process of implementation process.

Activities	Jan	Feb	Mar	Responsible
1. Define Concert Objectives	▓			Whole Team
2. Secure Venue Approval	▓			Member A
3. Book Performers	▓			Member B
4. Develop Marketing Plan		▓		Member C
5. Design Promotional Materials		▓		Member D
6. Start Promotion		▓		Member C
7. Arrange Logistics		▓		Member A
8. Finalize Concert Details			▓	Whole Team
9. Conduct Rehearsals			▓	Whole Team
10. Execute Concert			▓	Whole Team

It is an example of Gantt Chart for a development of concert. Thus, by using two tools that are introducing here concerning to the activity development (Activity Information Table and Gantt Chart), can facilitate the overall implementation process of the activities.

The cost structure outlines all the financial expenses required to implement and sustain the project for the specific timeline. This can usually include personnel expenses (salaries and honoraria etc.), and overhead expenses(accountancy, costs of operation etc.) or contingency(unforeseen costs) though in Give a Chance Programme, **the implementation of the activities by the project teams are voluntary.** That should be clearly stated by you and coordination teams clearly to the participants that they cannot request any cost related to the human resource. The eligible and ineligible costs are listed in the rules of the programme section and it should be check before the development of the project activities as well as the fundraising strategies to cover the additional costs that might be required to implement the project activities.

In addition to that, **contingency is not provided to the project teams,** though they have a **flexibility given to be able to change the project budget** according to their needs within the maximum budget for the country. Therefore, the coordination has the full discretion to move the budget from one project to other if needed and required with your guidance and approval as mentors. In this process, the project teams should clearly identify what they need for the overall process of the implementation of their projects.

Identifying necessary resources is the requirement for the development of the cost structure. This has to be developed in the activity development section for materials, human resources, needed services for the development of the each activity process. In this process, the project teams should **identify the essential resources for each activity and its estimate cost**.

To do so, the following table can help the participants to breakdown the costs according to their needs and identify the possible list of materials, services and goods that is required to achieve the objectives of the activity and overall project objectives.

Here is an example for our activity as training for young people. Let's say that we do not have any resource or the organizations involved in the project cannot provide this service in house to indicate each aspect. N/A here means not applicable refers to the budget lines which are not related with this activity. For each activity, it is important that only budget lines are filled out which are related, it is not compulsory to have a purchase if there is no need to make a purchase.

Activity Name	AX. Training for Young People
1. Human Resources (External)	1. Trainer (10 days) : 50 EUR per day * 10 days = 500 EURs
2. Travel Expenses	N/A
3. Purchases less than 200 EURs	N/A
4. Accomodation and Subsistance Costs	2 lunches for 100 young people (20 people per group * 5 groups) : 200 lunches person 200 * 5 EUR per lunch per person = 1000 EURs
5. Rental of places and equipment	Seminar room for 10 days (2 days * 5 times). 50 EUR per day * 10 days = 500 EURs
6. Consumables (Stationery, snacks, food etc.)	Coffee Breaks : 50 EUR per day * 10 days = 500 EURs Stationery expenses : 50 EUR per training * 5 trainings : 250 EURs
7. Communication Expenses	Posters to promote the project. 20 posters. 1 EUR per poster * 20 posters = 20 EURs
8. Other Expenses	N/A
Total cost for activity	**2.770,00 EURs**

For each activity, this has to be explained clearly as above in the application form. However, the breakdown of the budget should not be indicated in the Canvas model though indicated as the example below.

Example: "For training for young people, the costs are calculated as 2.270,00 EURs and for counselling mechanism, the online purchase is calculated as 100 EURs and the additional cost to make meetings between the young people and business investors is calculated as 330 EUR. In total, the project budget is calculated as 2.770,00 EURs."

Once this structure is done for the each activity, the overall costs of the project can be revealed. **The maximum amount of the project per project team is calculated as 1646 EURs.** Although, in case that one project costs less but the other project costs more, this budget can be shifted towards to the project which require more financial resource for the implementation of the activity. In addition to that, during this stage, the budgets should be developed with the estimated costs of the good, services and materials as done above. Therefore, the budgets might be less or more due to lack of experience or the inflation, or the economical changes within the countries that impacts on the purchases of the goods. Therefore, it is important for you as mentors, to keep in mind to use that flexibility in favour of the participants to inform the coordination according to their changing needs or possibility of using the organisation resources to reduce the costs. For example, in case that camera equipment is required for the activity of the participants and you are aware that the organisation has a camera that can be provided to the participants for the

implementation of the activity, you should lead participants to the organizations to ask for the necessary resources before leading them to find an another resource, buying the equipment or renting the equipment. During the project implementation period, the financial management will become more important than the budget so, it is important the project teams create a detailed budget and think about all the expenses that might occur during this process will prevent the over costs and ensure that the project implemented without any issues.

Revenue Streams refer to the financial resources needed to implement the project. One of revenue streams is the funding mechanisms developed within the project, other is the organizations for in-kind support. However, the project teams might be required to diversify their revenue streams to reach out different funding resources whether it is in-kind or financial to match fund their project activities. These funding can come from variety of resources such as grants from government or international organizations, private donations, sponsorships, partnerships with businesses, or crowdfunding campaigns.

In this process, the participants should diversify their funding opportunities and think about fundraising strategies for short, medium and long-term goals. As the project is focused on implementing 6-month projects with the participants, they should keep that in mind that, the funding opportunities from governmental or international resources might not be available to be used during this process. Therefore, for short-term it is better to focus on the private donations, sponsorships, partnerships with businesses or crowdfunding campaigns with short-term focus with smaller amounts to grow gradually.

The mentors role in this process to lead the participants into the available funding resources and probable private resources that the participants can manage to reach out in short-term process less than 1-2 months to implement their project ideas for the next process. Therefore, the stakeholder analysis plays a huge role here. For example, the participants have planned to facilitate services for the elderly in the community or the disabled people, the municipality or local government might have spending budget or provide in-kind support to implement the project activities. In that sense, the participants should use the organizations with the leading from the mentors to get permissions and secure such funding mechanisms.

In addition to that, creating networks to reach out the services that can cost hugely such as web-design, app development or provision of trainings, requesting from the third parties with revenue share or in form of sponsorship. As the project groups do not have legal status, they can use freely the associations involved in the program to receive external funding outside of the program and can evolve out through the finalisation of the program to pass over the legal issues that might raise due to informality of the project teams.

For long-term purposes, project teams should think about the "Demo Day" structures which will enable them to reach out the investors and local community to request additional funding for their projects. In this segment, the project teams should indicate in the canvas which resources they can receive funding directly in short(within 3 month period), medium(6 months to a year), long(more than a year) periods with their ideas.

At next, we have explained the specific aspects as Impact, Monitoring and Evaluation, Risk Identification and Mitigation Roles of Project Team Members during the planning process of the projects as well as the implementation.

Impact, Monitoring and Evaluation:

We do projects to create a societal change in the communities in the long-term. However, what is the change? How can we measure the change? How can be enhance the overall process through learning lessons? The impact is divided into two sections : *short and long-term impacts*. During the project development phase, the project teams should identify the short and long-term impacts for their projects to enable both them and us to measure the change that they have created through qualitative and quantitative means.

During this process, the project teams should develop a set of indicators and means of verification to evaluate the impact created within their projects. The participants should be able to define the short-term and long-term impacts as we have explained before and develop indicator lists for each impact.

The indicators are divided into the two separate types of indicators as Qualitative and Quantitative. Here is the explanation of both indicator types with the possible measurement methods to ensure that the indicators are achieved or not and verifying the achievement degree with the means of verification. Below you can find the explanation of each type and as mentor you should guide participants to develop these indicators in project development phase and check monthly basis that they have reached or they couldn't or they have succeeded the expectations.

Qualitative indicators are descriptive and subjective measures that capture the nuanced experiences, perceptions, and behaviors of participants or stakeholders in a project. They inform the project teams and you as mentor to help the understand the impact of the project in short and long-term. The difference of the qualitative indicators, they are easier to understand and interpret on contrary to the quantiative indicators as it focuses on exploring the richness of human experiences, making them essential for assessing aspects like satisfaction, community engagement, and personal development rather than numerical data and information.

Here is the list of measurement techniques to use the qualitative indicators :

- **In-depth interviews:** One-on-one conversations that explore participants' experiences, feelings, and perceptions in detail, allowing for deep insights into individual perspectives.
- **Focus groups:** Structured discussions with a small group of participants, facilitating interaction and dialogue to gather diverse opinions and insights on a specific topic or issue.
- **Open-ended surveys:** Surveys that include questions allowing respondents to provide detailed, qualitative responses, capturing richer data about their thoughts and experiences.
- **Observational assessments:** Systematic observations of participant behaviors and interactions in real-time, providing contextual insights into engagement and program effectiveness.
- **Case studies:** In-depth examinations of specific instances or examples within a projects, highlighting successes, challenges, and lessons learned through comprehensive analysis.

- **Narrative analysis:** A method that involves interpreting and analyzing personal stories and accounts to understand how participants make sense of their experiences and the meanings they attach to them.

We agree that, the project teams might not have skills to do all these and analyze the overall process during the project implementation period. However, the organizations and you as mentors should support participants to at least develop Feedback forms their projects by using the example in the Annex – 2 : Give A Chance Project Feedback Form for Local Projects to ensure that the impact of the projects can be understood from the beneficaries.

In addition to that, they can create an **Feedback Surveys (Open-Ended)** surveys to gather the qualitative data or **implement interviews or observational assesments** about the perceptions, interests, needs,satisfaction and dissatisfaction of the participants of the project teams' activities. After defining their qualitative indicators, you as mentors can modify the feedback forms to gather information from the participants' projects with them to help them to tackle with the evaluation and monitoring of their projects.

Means of verification are the tools to check whether the indicators defined for the specific impact is reached or not. It refers to the sources and methods used to confirm the data collected. These may include transcripts of interviews or focus group discussions, participant feedback forms, documented observations etc.. These documents and analyses help validate the insights gained from qualitative data, ensuring credibility and reliability in understanding the project's impact.

The reason putting a bigger emphasis on the monitoring and evaluation is to give tools for project teams to learn the lessons in the initial phase and do not repeat during the scale up or the longer process.

 Quantitative Indicators are numerical and objective measures that allow for the systematic assessment of performance and outcomes in a project. They provide concrete data that can be counted, analysed statistically, and compared over time. This type of indicator is hard to use it correctly and requires a higher skill set, we do not suggest for the project teams to use rather than the objective numbers such as number of participants engaged to the activities, or changes on the interest of the application numbers to the programs etc. The participants can gather the satisfaction scores, changes in behaviours and attitudes **through Likert or NPS Score methods. In this handbook, we did not classify how to implement and create these means to check, though you can use the information in handbook of young people to check the usage of the methods.**

Here is the list of measurement techniques to use the qualitative indicators :

- **Surveys with closed-ended (Yes – No) questions:** Structured questionnaires that provide respondents with specific answer choices, allowing for straightforward quantitative analysis of opinions or behaviors.
- **Application & Attendance records:** Documentation that tracks the number of participants present at events or sessions, providing clear data on engagement levels over time.
- **Pre- and post-program assessments:** Evaluations conducted before and after a program to measure changes in knowledge, skills, or attitudes, providing evidence of impact.

Means of Verification for Quantitative Indicators require documentation and data sources that confirm the numerical findings. Examples include completed survey forms, information sheets with participant attendance records, and pre- and post assessment reports. These sources ensure that the quantitative data is accurate, reliable, and reflective of the projects' actual performance and impact.

As we have used the same information concerning to the youth unemployment in City X of Country Y, we will use the same example by using the developed impact statements previously to develop the list of indicators for short-term and long-term impact with means of verification for each impact statement.

Short-term Impact : *"Increased competences among 100 young people on digital technologies, entrepreneurship"*

Indicators :

- Number of training sessions conducted on digital technologies and entrepreneurship.
- Percentage of participants who report improved skills after training
- Increase in participants' self-assessment scores related to using digital tools and starting a business.
- Number of digital projects or business ideas developed by participants during the program.
- Level of engagement in hands-on workshops or practical exercises
- Feedback from participants regarding the relevance and applicability of the skills learned

Means of Verification : Attendance Sheets for the trainings, Pre-and post-training surveys, program applications, Observation reports from the trainers, Feedbacks and testimonials of Participants

Long-term Impact: *"5% reduction in youth unemployment in City X and increased entrepreneurial activity due to created businesses by young people involved in the project"*

Indicators :

- Percentage change in youth unemployment rates in City X over 1 year after the project
- Number of new businesses established by project participants within a specific timeframe.
- Survival rate of businesses created by participants after one year.
- Percentage of participants who secure employment or internships within six months of completing the program.
- Number of jobs created with the developed business activities

Means of Verification : Labor market reports and unemployment statistics from official sources, Business registration documents and reports from local chambers of commerce**,** Follow-up surveys assessing business status after one year

As the above example might sound complex, but it is crucial for the participants to implement this in a small scale so that there are information concerning to the achievements of their projects and they have structured ways to define, measure and evaluate the short and long-term impacts of their projects. As mentors, it is crucial to support participants in this process, enabling them to learn valuable lessons during project implementation, which can inform future initiatives by the results of the monitoring and evaluation of their own initiatives.

Risk Identification and Mitigation:

Identifying potential challenges is crucial for the success of any project, as it helps teams foresee what could go wrong and develop preventive strategies during the planning phase. Risks can be categorized as internal, which are typically easier to manage, and external, which can significantly impact the project's success. **Early identification of risks enables the creation of mitigation strategies to reduce their effects.** Common risks include financial issues like lack of funding, delays in the activities, and relational problems such as losing relevant stakeholders. Examples of external risks include delays in securing necessary permits, low interest from target participants, difficulty in finding interested people on the project, and challenges in establishing partnerships with local organizations.

For identification of the risks, we use the Risk Assessment Matrix. **Risk Management Matrix** is a tool used to identify, assess, and prioritize risks within a project, helping project teams understand the likelihood and potential impact of each risk to develop effective mitigation strategies.

Impact		Likelihood				
		Very Unlikely	Not likely	Possible	Probable	Very Likely
	Severe	Medium	Medium Hi	Medium Hi	High	High
	Significant	Medium	Medium	Med Hi	Med Hi	High
	Modarate	Low Med	Low Med	Medium	Medium	Medium Hi
	Minor	Low	Low Med	Low Med	Low Med	Medium
	Negligible	Low	Low	Low	Low	Low Med

Risk Management Matrix

Risk Identification: You should list potential risks associated with the project. This is whether internal or external risks, financial risks, delays, and relationship issues with stakeholders and beneficiaries of the projects.

Likelihood: Evaluate how probable it is that each risk will occur (e.g., low, medium, high). If a risk is too high to implement an event such as you plan to do activities that your probability about not being able to reach out the specific target group is relatively hard and it might create a high impact on the implementation period, you should clarify that as "high" risk. However, you are a group that know each other and done activities previously but still conflicts might occur in the team, that you should classify as "low" risk.

Impact: Assess the potential consequences of each risk on the project if it occurs. The impact of the risk would cripple the overall project so it has "severe" consequences, but if it happens (e.g., minor, moderate, severe).

Risk Priority Levels: Risks that fall into high likelihood and high impact categories are prioritized for immediate action (High level of risks). Those with low likelihood and low impact may require minimal or no response prior to the project implementation.

Mitigation Strategies: For each identified risk, you should help project teams to develop strategies to either reduce its likelihood, lessen its impact, or manage its consequences. This might include contingency plans, resource allocation, or changing project timelines.

Monitoring and Review: Regularly review and update the matrix throughout the project to account for new risks or changes in existing risks.

After classifying the risks according to the places that as "High", "Medium" and "Low", you should start to develop the risk assessment matrix by using the table below.

Risk	Risk Rating	Response / Prevention and Mitigation Measures
Low Participation from	Low/Low Med / Medium/Med Hi/High	Creating collaborations with . . . . .
Risk X	. . .	. . .
Risk Y	. . .	. . .
. . .	. . .	. . .
. . .	. . .	. . .

After creating this list with your project teams, you as mentors should regularly update it with the participants which will help both you and participants to monitor the possible issues with the risks and how to respond, prevent and mitigate the risks throughout the implementation period of their project cycles.

Example: We will use the same example of the project that we have used since the start about the issue in the City X of Country Y concerning youth unemployment. We have defined the risks previously as following :

- Delays on securing the permits to implement activities
- Lack of interest from the young people
- Not being able to find trainers to implement training activities
- Not being able to secure partnerships with local schools

According to these risks, we have classified them and developed the following responses :

Risk	Risk Rating	Response / Prevention and Mitigation Measures
1.Delays on securing the permits to implement activities	Medium	Creating collaborations with municipality and vocational schools before the start of the project
2.Lack of interest from the young people	Low	Promoting project through the circles of the young people to engage them in digital entrepreneurship classes
3.Not being able to find trainers to implement training activities	Low	Asking the organizations involved in the project to provide their networks and contacts to reach out possible trainers to engage
4.Not being able to secure partnerships with local schools	Low Medium	Asking the local association to create a bridge between us and the local schools to facilitate the partnership process as formal organisation

As it can be seen from the risk matrix above, each project teams should develop such a lists of risks to ensure that the project activities are inline and in case that the risk occurs they have response, prevention and mitigation measures. These should be reflected in the project application forms in a clearer way so that in case the risk rating is high, the coordination team should provide options to mentor and the project teams to tackle with the risks which might hinder the overall implementation period. In addition to that, the risk prevention measures can be divided between team members and each team members might be responsible of the specific prevention/mitigation or response measure during the project implementation period.

As mentor, your role is to ensure that the risks are manageable throughout the project and guide/support and provide assistance to the project teams to tackle with these identified risks in a manner that do not hinder their project success.

Roles in the Project Team Members

The participants of **Give a Chance Programme is required to work in groups of at least four**, so that their skills on team work develops and the drop-out risk of the participants is prevented as a group and the projects can continue even though one group member leaves the program. Two of these participants should involve in the program in first stage to receive the knowledge and develop the project and engage other participants to the process by expanding the group to 4 or more people. In that way, the projects will be able to continue while the activities of participants will not stop due to drop-outs. However, it is important that the team members have distinctive roles to the team according to their expertise, capacity and skills, these roles should be defined within the possibilities in the planning stage. **SWOT analysis** helps participants to define their strengths, weaknesses, opportunities and threats. For example, someone can be a hugely people person who can deal with the networking but someone on the contrary can be a person lacking of communication skills. Therefore, analysing these aspects prior to the process helps mentors as well as the project teams to execute their activities correctly. Mentors should do regular check-ins while keeping transparent communication between team members so that every member is aware about the overall process. Moreover, the mentors flexibility work with the different members is essential to track the project stages and adopting the foreseen challenges.

Strengths
- Your advantages that the other team members do not have
- Your personal resources you can access
- Your achievements
- Your social capital (networks, relationships etc.)
- Your skills, knowledge, competences
- Your connection with private businesses, influential people etc.

Weaknesses
- What you would usually avoid, due to your lack of confidence?
- What are your negative habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in your field?
- Do you have lack of skills which might hinder your engagement

Opportunities
- What are the advantages that you have comparing to the other team members?
- What new skills you can or are willing to gain with the project?
- What do you think you can learn from the other team member?

Threats
- What obstacles you think you might face during the project?
- What responsibilities in your personal life has that might hinder your engagement?
- Could any of your weaknesses lead to threats?

As mentor, you can help the team members for SWOT analysis for defining their roles through the project implementation period in the start stage. For that, the above scheme and questions for each team member can be used to create the analysis. During this analysis, it will clearly show

each team members, role and responsibility throughout the project implementation period and they can divide these roles according to the tasks and share between each other. To do so, we have developed the following table where the project team members can share the tasks between each other during the implementation period of the project activities. **Planning this prior to the start of the project, would prevent conflicts between the project team members and provide a smooth implementation of project activities.**

Activity Number & Name	Responsible Team Member
Activity AX. Training for Young People	
AX. Task 1 : Finding Participants	Team Member A
AX. Task 2 : Making a promotion through social media	Team Member B
. . . .	. . . .

Task based role division would help project teams to track the process and increase each members motivation and enhance the overall team performance. In addition to that, in case there is an issue with the specific task of the activity, as mentor you will be able to revisit and ask team member the issue and support and guide without dealing with the overall team for a specific issue.

Your role as a mentor in this process is encouraging leadership and ownership among project team members. You should be able to create an environment that promotes leadership is crucial. As Give a Chance Programme, **our value concerning hierarchy is horizontal rather than vertical.** Therefore, every member should feel empowered to take ownership of their tasks and contribute to decision-making processes. Encouraging leadership means providing opportunities for team members to step up, mentor the project teams members equally without favouring one another. In addition to that, we suggest you have a WhatsApp group for each team that you are mentoring or likewise communication channel to keep the track on the project teams.

Revising and Finalising the Project Applications

After the development of the canvases, the idea is to provide feedback to the participants to make them fill out the overall project application form. They should focus on the rules of the program indicated in this handbook and the handbook for young people and use this information to revise and finalise their project applications. These project applications will serve as a baseline for the evaluation and the follow-up of the participants' projects throughout the implementation of the program. In this phase, your role is to revise and help participants to fill out their applications and make them pass over the project coordination for the final contracting and starting phase.

During the development of the project applications, you should use the model in the attachment (Annex – 1 : Give A Chance Project Application Form For Young Participants) as Word file and provide participants after the finalisation of their project ideas. The form can be revised and changed throughout the project cycle by the participants with prior approval of yours and project coordination team in 1st 2 months of the project activities and they have a right to **change at maximum 1 time about their ideas after the Kick-Off Training course take place in Morocco.**

Two weeks after the finalisation of the project applications, the project should start in 1st of October 2024 for the implementation. The necessary arrangements should be done by the project teams and mentors after the decisions of the overall implementation period and inform the project coordination teams concerning to the overall implementation process of their activities. It requires for the procurements, the necessary materials for the purchases of the activities, visibility and communication rules etc. and these processes are explained in the next chapter in detailed.

Co-Implementing a Project with Project Teams

In the project life cycle, executing the plan to implement might not be as same as the planning period. Therefore, during the implementation period, it is important to keep that in mind for the project teams to prevent the demotivation and drop-outs. Your role as mentor to keep the motivation running and keeping participants engaged throughout the project implementation period and making their projects successful while providing them with support and guidance. In addition to that, the implementation phase would not be as easy as the planning phase for some of the participants which might result with the conflicts between the team members requiring mediation from the mentors throughout the implementation period. Thus, it is important to keep in mind that the plan is initial, and it can change according to the issues, challenges or the problematic experiences that the participants might face with during the implementation period.

In this chapter, we have defined each aspect of the project management by referring to the rules of the program and the developed materials such as reporting requirements for the participants' activities from your side as mentors and the participants' side as project teams. The following sections will walk you through the key processes involved in co-implementing a project with project teams as mentors, offering practical strategies to help the project team stay aligned, meet objectives, and overcome obstacles along the way.

Transitioning from Planning to Implementation
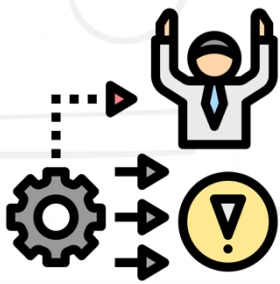
One of the most crucial steps in the transition from planning to action is ensuring that **each team member is fully aware of their role within the project.** Providing clear role descriptions is essential to avoid any overlap in responsibilities or confusion over who is accountable for specific tasks. These descriptions should outline not just the tasks each individual is responsible for, but also the rules of decision-making process as a team and specific objectives that they have planned to achieve by implementing the project. In this process, the project team should take the project application in front of them with you and sit and go through the each step once more by clarifying **3Rs (Rules, Roles and Responsibilities)** in the team to prevent any internal risks that might occur through the implementation period.

As mentor during this process, your role is to check the project one more time and go through with them and discuss what can be done and what cannot be done or overly ambitious still from the planning process. That would help you and the project teams to prevent additional work to meet with the deadlines and overly ambitious targets. The following steps can be followed during this process to facilitate the transition process from planning the implementation :

- Revising the project application after the first settlement of the project
- Making necessary arrangements
- Creating a task list for each activity and dividing the tasks between team members
- Creating a budget monitoring mechanism to ensure there is no over cost
- Clarifying uncertainties or unclear issues between the project members concerning the overall project
- Developing the monitoring and evaluation mechanism for the project
- Developing risk management matrix and responsible people for mitigation/prevention/response measures
- Developing a communication, visibility and dissemination materials for the project activities

- Ensuring the frequency of talks with mentors and requested support whether it is related to the content, network or guidance throughout the project
- Setting up a communication channels between mentor and project team members

Through next steps that we have explained, each aspect is covered in a deepened manner. We have developed these guidelines to follow during the project implementation period so that the project teams can have successful and achieved projects after the end of the overall program period.

Project Management

Project management is the process of planning, organizing, executing, and overseeing tasks to achieve specific goals within defined constraints such as time, budget, and resources. It requires to break down its parts to manageable phases by assigning roles, monitoring the process and mitigating and preventing risks to ensure the successful project completion. In the planning phase, the project objectives, timeline and relevant stakeholders have identified with clear-cut strategies though, the reality might not fit the reality that is underlined in the paper. As Leonard Snart explains the 4 rules of the planning in Legends of Tomorrow :
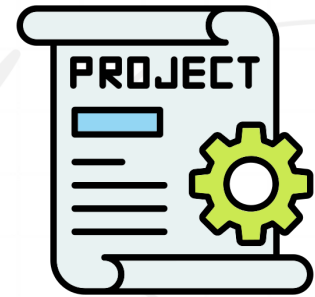
- Make the plan
- Execute the plan
- Expect the plan to go off the rails
- Throw away the plan

In our case, we will never throw away the plan but **"Revise the plan"** in the cases that, the project proposal *i.e. project plan* go off the rails to ensure that we achieve the overall objectives with small deviations if necessary. We expect that these issues to happen as most of the project teams do not have prior or low experience with the project management process as well as the planning, therefore they might be ambitious and your role as mentor is to keep them in the ground and make your projects achievable through the project management process.

We have identified following aspects to go through during the project management process for the project teams to ensure that they are on track to achieve their specific objectives, and you are supporting them towards that goal. In addition to that, during this process, you are a bridge between the coordination team and the project teams so in case that the plan is going off the rails you should immediately inform the project coordination team to develop new solutions and guide participants to revise their project plans whether it is working with smaller target group, or not making one part of the project that might hinder the achievement of the overall objectives.

Breaking down the action plan into daily, weekly, and monthly tasks is a way to ensure that project teams are continuing to reach out their objectives. Your role is to make this plan with them as we have explained above with the task management and roles per each project team member. In addition to that, you should continue keeping on track about their progress with bi-weekly or monthly talks and check-ins. You can create a task check-list with participants for each activity segment and put deadlines to facilitate the overall process of monitoring their progress and ensure that they work as a team and each team member contributes to the overall process jointly. In that way, if the task is not completed, you will be able to communicate with the direct person and ask if they need a support or not for the specific task. As you have created the Activity-

based tasks in the planning process, the task check-list is with two more columns : **deadline and completed(Y/N)**.

Task Check-List for Teams			
Activity Number & Name	**Responsible Team Member**	**Deadline**	**Completed (Y/N)**
Activity AX. Training for Young People			
AX. Task 1 : Finding Participants	Team Member A		
AX. Task 2 : Making a promotion through social media	Team Member B		
. . . .	. . . .		

At first, that might seem for the project teams an additional work to do, though, you should push them to create such a list to ensure that the team members own their tasks and they are accountable which will prevent the conflicts in the long-run and ensure that the projects are progressing towards to achievement of their goals.

Creating a tracking system to monitor task completion and progress is the primary reason you need that task list. It serves as an essential tool for keeping track of each participant's tasks, ensuring that nothing falls through the cracks. In addition to that, it will help you, as a mentor, to monitor overall task completion and progress easily. This will make it easier for you to support the participants, reduce the workload associated with frequent check-ins, and facilitate discussions about progress. If needed, organizations can offer you access to Google Workspace, which includes tools such as Google Sheets, a highly effective way to create these task lists. These lists can be easily accessed and edited not only from computers but also from mobile devices, making it convenient for participants to update their task statuses from anywhere. After each task is completed, it will take only a minute to mark "Yes" in the completed section. If this sheet is shared with the coordination team, it will also simplify their tasks, creating an efficient and streamlined system for everyone involved.

Encouraging frequent and open communication between team members is a crucial aspect of the project management process within team structures. To foster a collaborative and transparent environment, it is essential that you encourage the project teams to establish frequent and open communication channels, such as WhatsApp, Telegram, or Facebook groups. These platforms will provide team members with a dedicated space to address issues, collaborate, and solve problems as they arise. Such channels will also allow you to monitor the overall progress of the project without the need for constant check-ins or micromanagement.

Creating an open communication channel will promote a fluid exchange of information and ensures that team members are able to tackle challenges efficiently. Furthermore, it is important for you to take on the role of an *"observer"* rather than an *"active participant"* in these communication channels. As a mentor, your responsibility is to guide and support the team, not to intervene unless necessary. Only step in when you observe conflicts, bottlenecks, or challenges that might impede progress of their projects. By doing so, you create a balance, team members will feel supported but also independent enough to carry out their tasks without feeling micromanaged or controlled by you as their mentor.

Establishing regular check-ins and progress meetings is another critical component of your role, as it allows you to offer ongoing support and make the participants feel valued throughout the project implementation period. The frequency and structure of these check-ins should be

mutually agreed upon between you and the project teams you're mentoring. Some teams may require more frequent and time-consuming support, especially if they are dealing with complex issues or new challenges. Others may be highly independent and may not need your direct involvement as often. It is important to strike a balance, adapting your level of support based on the specific needs of each team. Through discussions and regular touchpoints, you will be able to assess the appropriate level of involvement to ensure that the project progresses smoothly. By doing so, you will not only provide the necessary support but also empower the teams to take ownership of their work, boosting their confidence and capability throughout the project management process.

Time management is crucial for project management. To ensure smooth project progress, you should use developed materials such as Gantt Charts to map out the activities of the participants and help them revise these charts as often as necessary. By regularly updating the Gantt Chart, you can make sure that tasks are being completed according to the task list and that activities are staying on track with the implementation timeline. There will be instances where participants might fall behind schedule due to a lack of skills or knowledge on how to address certain challenges. In such cases, they may hesitate to ask for help. During this process, it is essential for you to check in and engage with them to ensure they can manage each aspect of their project. Helping them navigate these difficulties not only supports their task completion but also encourages them to build confidence in their abilities. By assisting them in managing their time effectively and meeting deadlines, you will contribute to the overall success of the project.

Make use of collaborative tools such as Google Workspace, Asana, or Trello. These tools are designed to facilitate the project management process within teams, enabling effective communication and coordination. Since the program itself is intended to enhance the skills of project teams, they should embrace a self-directed learning process while working together. Each organization within the consortium has access to a Google Workspace license, which can be provided directly to participants to use throughout their projects. By creating shared drives, participants can exchange files, documents, or photos, enhancing their collaboration. This not only facilitates efficient project management but also provides an opportunity for you to transmit the knowledge you already possess regarding teamwork and collaboration tools. Through this, you can help project teams learn how to effectively use these tools while ensuring that their projects are managed efficiently and with greater ease.

Do not forget to report. We request three separate reports from both mentors and participants during the project period. The first report is due in the second month of the project, followed by an interim report in the fourth month, and a final report in the last month of the project. In addition to these reports, mentors are required to submit a mentor report, providing an overview of the group's progress as well as individual groups under your mentorship quarterly. These reports should be written after having discussions with the project participants, ensuring a comprehensive understanding of their progress. The reports are essential for informing the coordination team while also documenting the overall advancement of the participants. Detailed explanations of the report structure and examples of report formats are outlined under the "Reporting" section. Once completed, the reports should be uploaded to the **"Online Virtual Module" on moodle.giveusachance.net in the Mentor Space.** This will allow the coordination team to track progress efficiently and ensure that all information is accurately recorded for future reference.

Procurement & Budget Management

Budget management ensures the proper use of financial and material resources throughout the project management process. Budget management involves ensuring that the financial and material resources are used efficiently, monitoring and adjusting the project budget as needed and securing additional resources from the third parties outside of the program in any ways to ensure that the project activities can be scalable than the initial phase that is implemented with Give a Chance Programme in long-run.

In addition to that, the project management requires a proper budget management. In that way, the project will be able to stay within its financial constraints, avoids unnecessary expenditures, and makes the most of the available resources. In this chapter, we have explained how to manage the project budget, track expenses and adjusting the budget when needed within the abilities of the program. Moreover, we expect participants to implement fundraising campaigns through crowdfunding or private resources which we have explained in detailed under communication section.

Ensuring Proper Use of Financial and Material Resources is fundamental to maintaining the integrity of the project. Mismanagement or inefficient use of resources can lead to budget overruns, resource shortages as a result the failure of the project Proper budget management ensures that every expense is justified and contributes to the project's success. During this process, your role as mentors is to track the usage of the budget as an approval body for the purchases and reimbursements done by the coordinating team.

Allocating Resources Efficiently is a requirement for proper budget management. In this sense, the project teams have to use the budget by the plan in the project application and your role as a mentor is to help them during the process. In case that, they have not foreseen a budget line, they should inform you than the project coordination to see the possibility of providing the necessary need whether with the resources of the programme or the organisational resources. For example, the organisation might have already existing online service system which the participants might benefit directly rather than purchasing this service. For example, the organizations might have contacts to secure a venue for an activity without rental of the space without any additional cost. Therefore, it is important to use the formal channels of the involved organizations to reduce the costs. Thus, **the procurement of the purchases should be requested prior the service or good purchase so that costs might be avoided in some cases.**

Teams should seek the most cost-effective solutions for materials or services *i.e. in project management jargon, best value for money*. Best value for money is defined as the most advantageous combination of cost, quality and sustainability to meet customer requirements. We do not require project teams to obtain 3 offers for the purchase that they want to make, but make a simple market research to ensure that they can purchase the services or goods with most effective and competitive pricing so that the project costs might reduce without compromising the quality.

Tracking the usage of materials might help participants to reduce the costs of the project activities. In example, they will do a training activities, rather than buying in separate pieces, they might use the same materials for the next activity rather than making a new purchase for each activity, you should minimize the waste and ensure that the materials can be used later on and

available when needed. In that way, the project teams would be available to prevent the unnecessary expenditures and your role as mentor to guide the participants in this process to reduce the costs without reducing the quality.

Monitoring the budget in the real time is important for maintaining the financial control. Regular tracking of expenses will provide you as mentors to see the purchases of the participants as well as help them to monitor their overall expenses. During this process, you can use the following table in Google Sheets to be able to track the overall process. Let's say that you have the budget as developed in the project planning phase as below from our example. You have to open one more column with a name "Expenses Occurred" to ensure that the expenses are documented as well as tracked so that after the activity, you can see that how much budget is left and how much can be used in an another budget line.

Activity Name	AX. Training for Young People	Expenses Occurred
1. Human Resources (External)	1. Trainer (10 days) : 50 EUR per day * 10 days = 500 EURs	Trainer (10 days) : 40 EUR per day * 10 days = 400 EURs
2. Travel Expenses	N/A	
3. Purchases less than 200 EURs	N/A	
4. Accomodation and Subsistance Costs	2 lunches for 100 young people (20 people per group * 5 groups) : 200 lunches person 200 * 5 EUR per lunch per person = 1000 EURs	200 lunches per person * 4 EUR per day = 800 EURs
5. Rental of places and equipment	Seminar room for 10 days (2 days * 5 times). 50 EUR per day * 10 days = 500 EURs	That expense did not occur, the municipality provided the place for us to do the training.
6. Consumables (Stationery, snacks, food etc.)	Coffee Breaks : 50 EUR per day * 10 days = 500 EURs Stationery expenses : 50 EUR per training * 5 trainings : 250 EURs	30 EUR * 10 days = 300 EURs for coffee breaks Stationery materials were provided by *the partner organisation* in the program.
7. Communication Expenses	Posters to promote the project. 20 posters. 1 EUR per poster * 20 posters = 20 EURs	That expense did not occur, the copy place provided the posters for free after asking for help.
8. Other Expenses	N/A	
Total cost for activity	2.770,00 EURs	1.500,00 EURs

As hypothetical situation : As the project was budgeted for the activity of implementing a training for 100 young people as 2.770,00 EUR, in the end due to provision of the place to do the training activities by municipality because of using the contacts of the organizations as well as that the posters were provided for free by the local company as they have liked the idea of the young people and the lunches and coffee break expenses were occurred less than the planned in the budgeting phase and stationery was provided by the partners of Give a Chance Programme.

Therefore, in the hypothetical situation above, the young people saved over 1.270,00 EURs which can be used for the other project which requires resources or they can use the remaining budget for reaching out to more people. This decision is in the discretion of the mentors and coordination team about how to use this budget but how to manage is the responsibility of the project teams. Therefore, you should encourage them to fundraise, ask for local private businesses to help their ideas and make them develop network through the formal channels of the organizations to reduce the costs of their projects.

We agree that, the hypothetical situation above is a low possibility, but it is in the hands of the project teams and they should be able to check their expenses and search for additional resources to reduce the costs from the outer audience. In that way, they will be able to implement and scale up their ideas in long-run by gaining and developing these skills. As mentor, your role is to encourage, support, provide network and formal channels through the organizations to help the project teams to achieve their ideas within the budgetary limitations of the program.

The tracking budget system per activity is a tool as explained below and you can adopt these with the project teams to their own projects so that you can see how they managed their budgets. In addition to that, you can check their overall budget and expenses either monhtly or weekly basis so that you can identify areas where the project might be overspending or underspending, allowing for you to support the project teams for timely corrective action.

Budget of projects are flexible, changeable and allows the participants to change within the budget lines. The budgets that are provided in the planning phase is "not the final" for none of the projects and we as coordination and trainers involved in the program very well aware about the situation. If certain areas of the project require more funding than initially planned, project teams should consider reallocating funds from less critical areas. You as mentors should ensure that these changes are made with careful consideration to avoid compromising other parts of the project.

Even though, there is flexibility, there should be justifications for the changes by project teams and you as mentors should accept these justifications before the changes. When the budget adjustments are made, the project teams should document the reasons and ask for your approval to ensure transparency and accountability in all budget-related decisions. Without your prior approval, the project coordination would not accept any budget change, though we expect that there might be conflicted situations and we can ask you to clarify why they need the change and you did not accept or agree with that change so that we can act concerning to the situation objectively.

In some cases, the initial project budget may not be sufficient to cover all necessary expenses, especially if new requirements arise or unforeseen circumstances lead to additional costs. In these situations, it is essential to secure additional financial or material resources to ensure the project can continue smoothly and achieve its objectives. It is important for the project teams to find additional resources no matter what during the program to scale up and increase the scope of their ideas. However, even though it is not ideal, they might require additional resources through the implementation period, due to that, they should find resources through their networks and ask organisations involved for guidance and support to reach out the resources. Therefore, **they should always be aware that the coordination and mentor teams are in here to support them and you should always emphasize this.**

Whether monhtly or quarterly, we suggest you to do regular budget assessment with the project teams. By doing so, you would be able to identify any potential shortfalls or areas where there might be a need of additional resources. That could mean an increased need for labor, additional equipment, or higher costs of the purchases due to unforeseen events or inflation. Moreover, due to crisis or the issues, project teams might repeat the activities to reach out the planned target groups. In the communication section, we have explained about the fundraising through private and local resources and the way how to do so in detailed.

The project teams should be aware of the situation that **Give a Chance Programme do not provide any direct financial support, but in-kind support.** The project consortium members in each country should be provided with the necessary invoices and documentation prior to the purchase or after the purchase. Therefore, there are two ways of purchasing goods or services :

- *providing the invoice to the organisation and making the purchase after that the organizations' involved makes the payment*
- *buying the good with the approval of mentor as you than making the reimbursement of the good by the organisation.*

Both cases, the project teams should use "Procurement Tools", these tools will help the participants to communicate their purchase requests or reimbursement request regarding to their projects. These requests should be priorly approved by the mentors before uploading the request. It is explained under the Virtual Module in detailed about how to use these tools and how you can check as mentors the request of the participants.

Communication, Dissemination and Visibility Guidelines

Effective communication, dissemination, and visibility are essential for the success of any project. These elements ensure that the project's activities, results, and impacts are shared with the right audiences, enhance stakeholder engagement, and contribute to the sustainability and visibility of the project's outcomes. We have explained in this section about the communication, dissemination and visibility that we expect the project teams to use with the tips and tricks about fundraising which is required for scaling up the actions that are being implemented within the program. During this process, your guidance is important in terms of visibility materials and fundraising more than ever, so that you have to keep the participants in the loop with regular check-ins and asking for their progress time to time as well as **checking the materials prior to the publicising so that they are in line with the rules of the program as well as EU Visibility Guidelines.**

Communication in project management refers to the strategic sharing of information with stakeholders, participants, and the general public. It ensures that everyone involved or interested in the project is kept informed about its progress, outcomes, and overall impact. A well-thought-out communication plan supports transparency, facilitates collaboration, and ensures that the right messages are being conveyed at the right times to the right audiences. Objective of the communication within the project that, the key players such as beneficiaries, overall community, the organizations involved and related and local, regional and national public and private organizations are aware about the progresses of the projects. Better communication would facilitate the participants' life in long-run to reach out wider funding opportunities or investment for their initial idea developed within the project. Therefore, communication is important in this phase to mainstream the idea and promote it to the wider audience as much as possible.

Communication target groups should be identified and their engagement strategies should be defined through the project cycle. We suggest project teams to have a communication plan on how to engage the relevant stakeholders as well as the target groups who might have interest from their activities. However, it is not a necessary to create it as a complex document to implement it through the project cycle. It is suggested that they can practice this to learn about

how to implement communication in long-run and create a clear pathway for the communication in the latter stages of their projects.

Communication Plan				
Description	**Frequency**	**Channel**	**Audience**	**Responsible**
Project Status Updates	Weekly	Social Media	Stakeholders and Beneficiaries	Member A
Calls for Participants	As needed	Social Media, Posters, Mainstream Media (if possible), E-mails	Stakeholders, Beneficiaries, Target Group	Member B, Member C
…	…	…	…	…
…	…	…	…	…

During the development of the communication plan as above, the project teams should plan about developing a communication e-mails or social media posts to engage relevant stakeholders from the other organizations to fund, provide support or get into the collaboration with. Nobody can achieve their goals are alone and the project teams should be aware of that reality and try to engage people as much as possible. As we have been working on the project planning phase about digital entrepreneurship project for unemployed young people in City X, we have developed our examples for social media post, e-mails and announcement that the project teams can inspire, adopt and use in their projects. You as mentors should check their own and offer your guidance in that process whether they have done that before or not to ensure that they are doing it correctly.

Social Media Post Example

🌟 **Exciting News for Young People in Rural City X!** 🌟
We're thrilled to announce the launch of the **Digital Entrepreneurship Project**, created **by young people, for young people**! This initiative aims to empower unemployed and underemployed youth in our community to start their own digital businesses.

🚀 Thanks to the **Give a Chance Programme** (giveusachance.net), we've gained the skills and resources to implement this project and now we want to share that opportunity with you!

Here's what you can expect:
✅ **Digital Skills Training** in e-commerce, social media marketing, and more!
✅ **Hands-On Mentorship** from successful entrepreneurs!
✅ **Networking Opportunities** with fellow aspiring business owners!

If you're aged **18-35** and ready to take control of your future, apply now at [website link] before **[deadline date]**!
Don't miss out on this chance to turn your ideas into reality!
Let's prove that young people in rural areas can succeed in the digital economy! 💪✨
#DigitalEntrepreneurship #YouthEmpowerment #CityX #GiveAChance

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The project teams should develop an engaging social media post as above to increase the engagement of the other young people as well as informing the overall audience concerning to their projects. In this process, they should use the hashtags of the organizations as well as the program. **In the rules of programme section, we have provided the guidelines of social media according to the visibility rules that we are obliged to use due to EU Funded Projects Visibility Guidelines.**

E-mail to Stakeholder for Request of Support

Subject: Request for Support – Digital Entrepreneurship Project for Rural Youth in City X

Dear **[Stakeholder's Name],**

I hope this message finds you well. I'm writing on behalf of a group of young entrepreneurs in **City X** who are excited to launch the **Digital Entrepreneurship Project**, an initiative to empower unemployed young people in our rural community.

Project Overview

As beneficiaries of the **Give a Chance Programme** (giveusachance.net), we were given the tools and mentorship needed to start our own projects, despite the challenges of living in a rural area like **City X**. Now, we're using our experience to help other young people do the same.

The **Digital Entrepreneurship Project** will provide participants with training, mentorship, and resources to launch their own online businesses, tapping into the digital economy no matter where they live.

Here's what we offer:

- **Digital Skills Training**: Practical skills in e-commerce, social media marketing, web development, and more.
- **Personalized Mentorship**: Guidance from professionals and successful entrepreneurs.
- **Networking & Resources**: Access to tools, platforms, and networks that will help participants bring their business ideas to life.

Why We Need Your Support!

Our experience with the **Give a Chance Programme** helped us achieve the success we have today, but we can't deliver this project alone. We are receiving support from **Association Z in City X**. We're seeking **support from stakeholders** like you to help maximize the project's impact in **City X**. You can support in one or more of the following ways:

- **Financial Contributions**: Help us cover essential costs, including training materials and digital resources.
- **In-kind Donations**: Technology, software licenses, or other tools that would benefit the project.
- **Mentorship Opportunities**: Connect us with professionals who can provide hands-on guidance.
- **Promotion of the Project**: Help us spread the word and reach more young people in the community.

Next Steps

We'd love to discuss how your support could contribute to the project's success. Together, we can offer young people in rural **City X** the chance to build thriving digital businesses and transform their futures.

Please feel free to contact me at **[your contact details]** to arrange a meeting or discuss this further. Thank you for considering our request, and we hope to partner with you to create a brighter future for the young people of **City X**.

Warm regards,
[Project Team Member Name]
Team Member of Group A
[Contact Information]

The above e-mail example can be used as a guideline for the participants to reach out the wider audience as well as ask for a support from relevant stakeholders concerning to the need of support. **In the e-mail above, it is written general about the support though, it can be specified for each relevant stakeholder to ensure that the e-mail is tailored to the stakeholder while asking for support or collaboration.** In that way, the impact of the communication can be increased and it can be more beneficial for the project teams.

Email to Target Groups to Make Them Engaged

Subject: Join Us for the Digital Entrepreneurship Project – Empowering Young People in Rural City X!

Hey Young Person;

We've got some exciting news! We're launching the **Digital Entrepreneurship Project** right here in **City X**, and it's created **by young people, for young people**, just like you!

What's the Project About?

As young people who were once in the same position as many of you, we understand the challenges of finding opportunities, especially in a rural area like **City X**. Through the support of the **Give a Chance Programme**(giveusachance.net), we've gained the skills, confidence, and resources to build our own project to support the community. Now, we're ready to pass those benefits along to others in our community.

The **Digital Entrepreneurship Project** is all about helping unemployed or underemployed young people in **City X** learn how to start their own businesses **online,** no matter where they live.

Here's what you can expect:

- **Digital Skills Training**: Everything from setting up an online store to social media marketing and digital content creation.
- **Hands-On Mentorship**: We'll guide you step-by-step, with support from experts who've already succeeded in the digital world.
- **Networking & Resources**: Even though we're in a rural area, you'll be part of a supportive network of young people just like you, plus you'll get access to tools and platforms to turn your ideas into real businesses.

Why Join?

We were able to launch this project thanks to the **Give a Chance Programme**, which helped us transform our ideas into reality. Now, we want to share that same opportunity with the young people of **City X**. You don't need any previous experience just the willingness to learn and the motivation to create your own path in the digital economy.

How to Apply:

If this sounds like something you're interested in, apply by visiting [website link] before **[deadline date]**. Spots are limited, so don't wait too long!

If you have any questions, reach out to us at **[contact details]** we'd love to chat with you!

We're proof that rural young people can thrive in the digital world, and we're here to help you do the same. Let's build something amazing together!

Cheers,

[Project Team Member Name]
Team Member of Group A
[Contact Information]

The tone of the e-mailing or letters should change for the target group. It can be seen above that, e-mail to target group as young people to engage them to the project is more informal than the people who might support the project. Therefore, it is important to tailor made the e-mails and materials for each target group to ensure that your message is delivered correctly rather than overlooked.

In some projects, the project teams might want to develop a website. It is the same for the website content development. It is better to use neutral and formal language if they are targeting the wider audience and if they are targeting the young people, it is better to use informal and engaging language. Both has different aspect and effects on the people who the project teams are targeting. You as mentors should keep an eye about these aspects and help the participants to develop these e-mails according to the guidelines as well as the examples above. **They are just examples and they should develop their own structures and communication tools to ensure that their work is transmitted, disseminated and learnt from the community that they want to serve.**
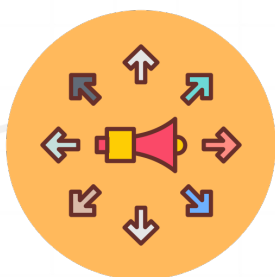
Next step is the dissemination. Dissemination is the process of spreading the project's outputs, outcomes, and impacts to a wider audience. This is not just about sharing information, but also ensuring that the project's results are accessible and useful to stakeholders who can apply them in their own work or contexts. In addition to that, the work done is meaningful and promoted with the wider audience.

The main objectives of dissemination for the projects involved in Give a Chance Programme is to make the projects of project teams visible to a broader audience, raising awareness of their objectives, processes, and achievements. As most of the project are mainly developing outcomes than outputs, they can be used as well as in long-run for the wider audience to develop new ideas or scale up the already existing knowledge developed within the project. Thus, Dissemination as well as ensures that the project's results are used by relevant stakeholders, particularly those who can benefit from or build upon the work done.

Moreover, the projects will need wider dissemination to ensure that the impact of the project can reach wider audience and it will help the participants to reach the possible angel investors and funding organizations that might upscale their ideas after the initial phase with the program. Therefore, you as mentors should promote the dissemination of the project activities as much as possible by making them developing materials with the usage of the corporate identity of the project which is provided to them in the handbook of the young people to implement their projetcs.

Tailoring the dissemination is important to reach for the target audience clearly. The project teams should create dissemination strategies that are customized for each target audience. For example, policy-makers might need detailed reports, while the general public could benefit from engaging social media posts or infographics. They should disseminate results through multiple formats such as academic publications, policy briefs, reports, videos, workshops, webinars, and infographics to reach diverse audiences. We expect that they would not have skills to create academic publications or policy reviews but the rest should be encouraged by you as mentors so that the project results and their activities are visible and known to the wider audience.

Last but not least, **dissemination should be an ongoing process throughout the project lifecycle, not just a final step.** From the day one, until the last day, they should share their

activities to generate interest and engage wider audiences to involve in the project as beneficiary, stakeholder, funder or any other aspect. They can promote each milestone throughout their project cycle to ensure that their project activities visible in the communities.

Visibility refers to the steps taken to ensure that the project is well-known and recognized by the relevant stakeholders and the public. It helps build credibility, attract new stakeholders, and enhances the potential for collaboration and funding. Visibility is essential for publicizing the project, its funders, and the participating organizations. We have responsibility to make the EU funding visible for Give a Chance Programme while the project teams should follow the same rules in terms of the visibility.
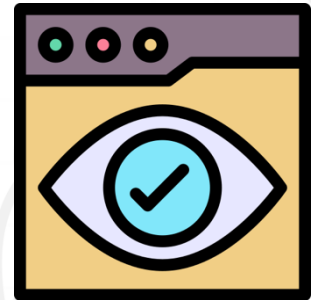
Project teams should ensure that the project is recognized by relevant stakeholders, especially funders and partners, through effective branding and consistent visibility efforts. They can develop logos, web-sites, materials and necessary documentation to the relevant stakeholders to engage them. **For that, we have provided several tools in the Virtual Module for the usage of the project teams (Canva accounts) to ensure that they are able to produce and develop quality material for the visibility purposes.** By making the project teams maintain visibility, their projects are more likely to attract additional support, potential partners, and future funding.

The visibility materials are important for each project. Therefore, we suggest but do not force project teams to create logo or visual identity packages for their projects. However, they can develop logos, color schemes, fonts and templates to use in the communication materials that reflects the project identity and promote the identity for the funders. **While doing so, they should adhere the communication and visibility guidelines of the program, that is provided in the Virtual Module under Visibility Section. Here are general rules for each project to follow while developing visibility materials and promoting the project through online tools:**

- **Project Logo:** Ensure that the project's logo is included in all communication materials, presentations, and reports.
- **Funders' Acknowledgment:** Always acknowledge the Give a Chance Programme, organizations involved and placing the EU logo prominently as it is a European-funded programme.
- **Consistent Messaging:** Use consistent language that aligns with the project's goals, mission, and values in all communications.
- **Website:** Maintain a dedicated project website that provides detailed information about the project, its objectives, progress, results, and contact information.
- **Social Media:** Use platforms like X(former Twitter), Facebook, LinkedIn, or Instagram to share updates, engage with stakeholders, and enhance visibility.

These are the general requirements for the visibility in each project to follow, in case that they need specific guidance, they should use the virtual module to ask their questions and tackle with the problem that they face with the help of the coordination team as it is the last approval authority in terms of visibility and dissemination materials. In addition to that, during the communication, it is important to adhere to ethical and legal standards. This includes respecting the privacy of participants, properly citing sources, and ensuring that the information shared is accurate and truthful. ChatGPT is alright to use for the dissemination, but it is important to use it wisely and check all the information developed so that the content is correct, accurate as well as

unbiased. In addition to that, as project is adhere to the European laws, it is important to ensure the personal data and sensitive information about participants or partners is protected according to applicable data protection regulations (such as GDPR in the European Union). In case of issue concerning to GDPR and questions regarding to it, the participants should direct their questions to the coordination team.

Before taking photos, ask for consent. The consent is important at any circumstance while taking photos. The photos of the minors should not be used at any circumstance unless prior approval of the parents without any consent of the parents. While taking photos, the following guidance should be followed in order to prevent legal breaches during the projects.

Without consent, you can use the photos adhering the following criteria :

- Photos where no one can be identified whether the faces are blurred or the people's faces are not visible in the photo
- Photographs of crowds in public places where no single person can be identified

With consent (preferably written), you can use the following types of photos :

- **Photos during the activities :** You can take a signature list confirming that they agree the usage of the photos or online confirmation. Or in post-event you can share the pictures with the audience and ask the ones, who does not want to be in the pictures so you can avoid the legal breaches in ex-post, though you should ask consent verbally prior to taking pictures in each event.
- **Photographs of individuals and posed groups :** For photos where the individual or group willingly poses for a photograph there are three legal bases that can be applied: 'consent', 'legitimate interest' and 'contractual obligation'.
  - *Legitimate Interest* : Project team is running an event and they have captures images for marketing future events. Some of these images contain individuals or groups of people who have willingly posed for the camera. In that case, you are allowed to use these photos though, it still require a consent which is a grey area.
  - *Consent* : The project teams shot a specific persons photo and developed materials which included their photos and they have published it on the project website. The person previously gave written consent for their image to be used, but 12 months later he's asking for the case study (and their likeness) to be removed. Therefore, you should have means to honour this request whether they have given consent or not.
  - *Contractual obligation :* It is not related to our context however, in case somebody hired as a model to pose in the materials that the project teams have developed, they have given the right of use of these materials which they can not request later on taking down these pictures.
- **Photos of children :** You require a consent from parents for the pictures of the minors. **Even though, you have the consent, unless it is necessary or a must, we suggest you not to use any photos of children at any circumstance.**

The consent form example within signature format which can be used in the events is provided below for the project teams usage during their activities. It is important that you as mentors give these advices to them while taking photos so that they are aware about the legal complications of using pictures throughout the activities.

Consent Form Example for Training Activities

Event Title: [Name of Training Activity]
Date(s): [Event Date(s)]
Location: [Venue/Location]
Organized by: [Project Team Name]

Introduction
We are conducting [Name of Training Activity], and we would like to capture photographs during the event. These images may be used for promotional, educational, and training purposes by **[Project Team Name] and Give a Chance Programme**. By signing this consent form, you agree to allow the use of your photograph(s) under the conditions described below.

Purpose of Photography
The photographs taken during this event will be used for:
- Training and educational materials
- Reports and documentation
- Promotional materials (including brochures, websites, social media, etc.)
- Other non-commercial purposes related to the activities of **[Project Team Name]**

Consent Details
By signing the confirmation column in the list below, you hereby authorize **[Project Team Name]** to photograph you during [Name of Training Activity]. You understand that the photographs may be used for the purposes outlined above, and You grant permission for these images to be used in any media format without compensation to me.
You acknowledge that:
1. Your participation in this photography session is voluntary.
2. The photographs will only be used by **[Project Team Name]** and its partners for the stated purposes.
3. I can withdraw my consent at any time by contacting [Contact Person] at [Contact Information].

By signing the confirmation column, you confirm that you hare read, understood and agree to the terms outlined in this form.

List of Participants

Full Name	E-mail	Phone Number	Signature / Confirmation

Add rows as necessary.

This consent form example might be adopted to the project teams' activities whether it requires individual or as a list of participants according to the needs of project teams. This is developed as an example to provide participants with the information in long-run to prevent any legal breaches concerning to the usage of photography. However, the consent of the children photos is require parents' consent and it should be kept in mind at any circumstance.

Besides the photos, while disseminating research or project outcomes, ensure that intellectual property rights are respected. The project teams should credit all contributors, and if sharing materials from third parties, ensure that proper permissions are obtained. That is a must for the usage of the intellectual property while development of the materials for the project activities.
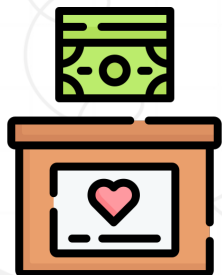
Fundraising is a must for the project teams involved in Give a Chance Programme. Whether it is to scale up the activity or not, the project teams should start the fundraising for their activities from day one of the project implementation period. The collaboration e-mail lists should be developed which the related people might be informed to get an appointment to have a face to face talk about the activities of the projects as well as to inform the wider audience. The project teams will be provided with in-kind support through the program though, that might not be enough to implement their activities. Therefore, they should request and seek external funding through creating partnerships, applying grants or engaging with relevant private and public stakeholders.

When a project requires additional resources, the first and most practical approach is to look inward at the existing budget before seeking external funding. This step involves conducting a thorough review of the current budget allocations to determine if any funds can be freed up from lower-priority areas or can be found with eased access to prevent these costs. This process is not merely about cutting costs but involves a strategic reassessment of the project's priorities and timelines. For instance, some components or activities of the project, while important, may not be time-sensitive or critical to the project's immediate success. By identifying these, project teams can reduce spending in such areas or reduce their scale, freeing up resources to address more pressing needs.

If internal budget adjustments are insufficient to meet the needs of the project, the next logical step is to seek additional support from existing project sponsors, donors, or key stakeholders. This step is more than simply asking for more money. It requires creating a well-documented, data-driven case that explains the necessity for additional resources while engaging the stakeholders to the process. Project teams must approach this step with meticulous preparation, as stakeholders are more likely to agree to provide additional funds if they understand the problem clearly and see its potential impact on the project's success. In addition to that, for project teams as they have informal structure, it might be hard to access these funds, therefore, they can ask request from the organizations involved in the project.

The presentation to sponsors should also include a clear outline of what happens if the funding is not provided. Consequences of inadequate funding might include delays, reduced quality of outputs, or failure to achieve key project milestones. **Give a Chance programme provides the seed-funding for initiating the project, but not to scale up. Therefore, it is important to indicate the sponsors that the program provides in-kind support and initial funding for the project ideas rather than the financial support.**

Fundraising can be a long and demotivating journey sometimes for the project teams. Your role as mentors to keep that motivation running and encourage them to apply as many as resources possible according to their project themes and topics. In the initial phase, we suggest participants to fundraise from the private, local or regional resources rather than applying for grants to ensure that they do not lag behind the overall process of the project implementation

period within the program, but they can build a successful initial project idea, support with demo-day applications and find sustainable resources for long-run activities.

We know that seeking external funding can be a complex process, especially when they do not have any formal structure. Each potential funding source will have specific criteria for what kinds of projects they support, how funding is disbursed, and what outcomes they expect in return. Therefore, it's important to conduct thorough research to identify the most appropriate sources. Once identified, the project team needs to develop tailored proposals that meet the unique requirements of each funding body. This means aligning the project's goals with the mission or objectives of the funding source. For example, if applying for a grant from a government agency focused on environmental sustainability, the project proposal should highlight the environmental benefits of the project.

Partnerships can also play a key role in securing external resources. By collaborating with other organizations, whether they are non-profits, businesses, or academic institutions, the project can gain access to additional expertise, technology, or networks that can help overcome resource gaps. In some cases, partnerships might lead to cost-sharing arrangements, where multiple stakeholders contribute to different aspects of the project, reducing the overall financial burden on any one party. This collaborative approach not only helps address resource shortfalls but can also enhance the project's credibility and increase its chances of long-term success.

The process of seeking external funding or partnerships also involves building relationships and fostering networking opportunities. Engaging with potential funders early, even before a formal request for support is made, will allow project team to align their goals with those of the funders and tailor their pitch accordingly. Maintaining good relationships can also lead to long-term funding partnerships, ensuring sustainability beyond the immediate financial needs of the project.

We suggest project teams to follow the following steps to develop their fundraising plans :

- **Solicit Donations :** The project teams might request from your surrounding, the private and public organizations to donate them materials, financial resources and the needs according to their projects.
- **Develop a Fundraising Plan :** In initial phase, The project teams might not need to develop a detailed fundraising plan but developing sustainability aspect of the fundraising would help you to follow-up your project activities beyond Give a Chance Programme.
- **Research Potential Donors:** The project teams should check similar projects that have been given funding to grasp the idea who might give them funding as well as identify the possible setbacks you might face if your idea is already too mainstream.
- **Create Fundraising Materials :** Develop a corporate identity or a project folder which includes the information about your project idea.
- **Define Goals and Objectives :** The project teams should define, from whom you need how much and from whom you can receive how much to plan the overall process.

- **Engage with Donors :** Project Teams should engage with the possible donors, stakeholders and the organizations who might provide them with funding through personalised, tailored information (check the e-mail structure to stakeholder).
- **Launching the Campaign :** the project teams might launch a social media or crowdfunding campaign (Kickstarter, Betterhelp etc.) to increase the outreach. During this process, storytelling is really important to reach out wider funding. Therefore, they should focus on developing detailed materials for their ideas.
- **Evaluate the overall fundraising process:** Project Teams might not receive funding or receive over funding which might need them to widen their ideas or scaling up their projects. Therefore, evaluating the overall process to develop new ideas would help them in general focus on what is missing to cover up after the initial phase of their projects to increase the sustainability of their project ideas.

Here we have developed work flow chart that can be followed throughout the overall process of fundraising.
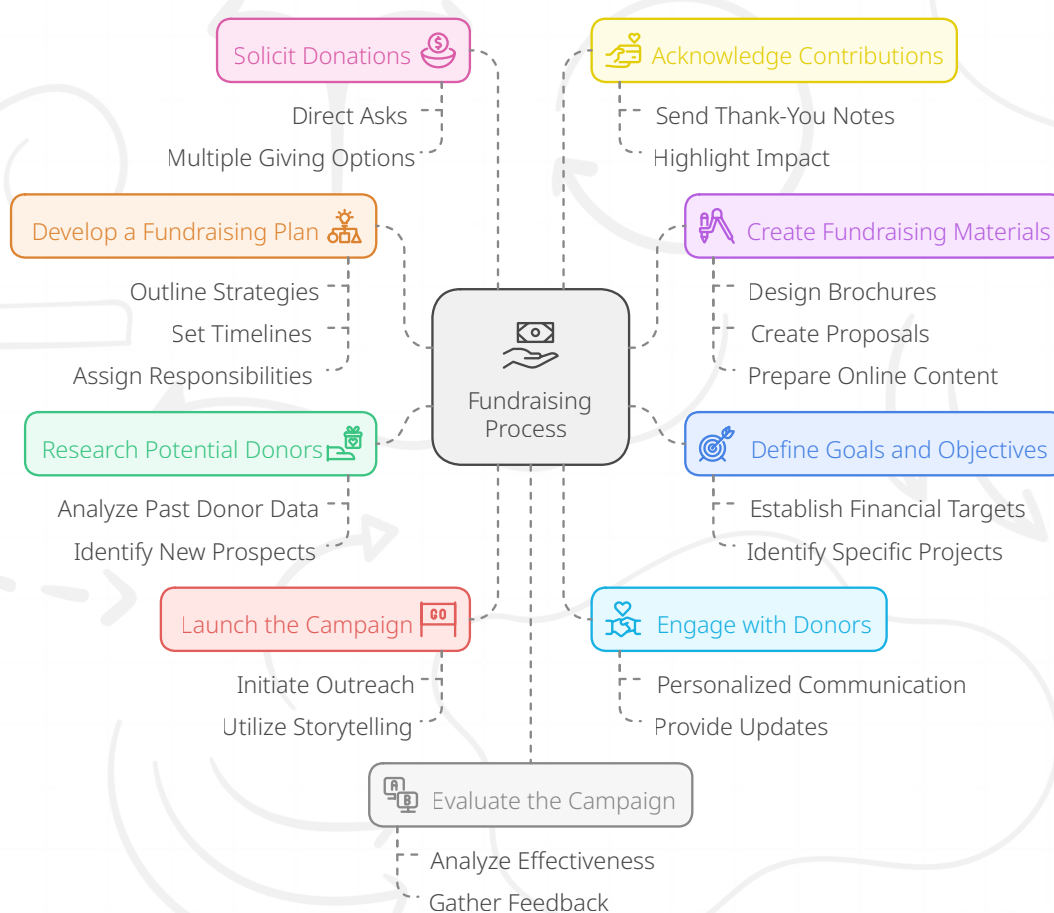
Fundraising Work Flow

During this phase, your support as mentors is crucial so that the participants can find funding for their activities. In here, we have provided a list of possible donors and application periods for sustaining their activities though, these are possible funding opportunities and it can be extended by the project teams and as your mentors efforts. Therefore, we have put a forum function in Virtual Module under Project Management section to put these information so that you and project teams can update and follow the knowledge from there.

Funding and Credit Opportunities by Country

The following funding and credit organisations identified by us to provide funding or credit for the ideas that might be developed within Give a Chance Programme. You as mentors should direct the participants to these funding organisations to check whether they can recieve funding or credit for the implementation of their activities. This list can be expanded with the knowledge that already exist within the circles of the participants or the organizations involved in the program. Therefore, we suggest project teams and mentors to regularly update the forum in the virtual module for more opportunities to increase the sustainability of the projects of the project teams.

Organisation	Focus	Country	C/F[4]
Sabancı Foundation Small Grants	Social Inclusion, Education, NGOs, Youth Development	Turkey	F
Anadolu Kültür	Social Cohesion, Culture, Diversity, Peacebuilding	Turkey	F
Vehbi Koç Foundation	Education, Culture, Social Development, Innovation	Turkey	F
Grameen Microfinance Program	Microcredit, Poverty Alleviation, Small Business	Turkey	C
Türkiye İş Bankası Social Impact	Social Enterprises, Startups, SME, Sustainability	Turkey	C
Kiva Microfinance Loans (Turkey)	Women, Small Businesses, Rural Development	Turkey	C
FİBA Bankası Interest-Free SME	Small Businesses, Youth Entrepreneurs, SMEs, Startups	Turkey	C
AKTIF Bank Zero Interest Social Loans	Social Enterprises, SMEs, Education, Social Impact	Turkey	C
Fundación Triodos	Environment, Social Inclusion, Culture	Spain	F
Fundación Daniel y Nina Carasso	Food Sustainability, Arts, Culture, Development	Spain	F
Fundación La Caixa	Social Challenges, Inclusion, Health, Education	Spain	F
UnLtd Spain	Education, Health, Inclusion, Startups, Innovation	Spain	F
Endesa Foundation	Education, Innovation, Social Inclusion, Digital	Spain	F
ICO Microcredits	Entrepreneurs, Youth, Small Businesses, Growth	Spain	C
Triodos Bank Social Enterprise Loans	Social Enterprises, Environment, Education, SMEs	Spain	C
Microbank (La Caixa) Loans	Microenterprises, Social Entrepreneurs, SMEs	Spain	C
Enisa Young Entrepreneurs Program	Entrepreneurs, Startups, Youth, Loans	Spain	C
Fundación Nantik Lum	Social Entrepreneurship, Inclusion, Development	Spain	C
OCP Foundation	Sustainable Agriculture, Education, Development	Morocco	F
Drosos Foundation	Youth Development, Social Entrepreneurship, Culture	Morocco	F
Heinrich Böll Stiftung Morocco	Democracy, Gender Equality, Sustainability, Climate	Morocco	F
StartUp Maroc	Social Innovation, Tech Startups	Morocco	F
BMCE Bank Foundation	Education, Culture, Environment, Social Development	Morocco	F
Attawfiq Micro-Finance	Women Entrepreneurs, Microcredit, Rural Development	Morocco	C
Bank Al Amal Microcredit	Youth, Women, Microenterprises, Rural, Empowerment	Morocco	C
Kiva Microfinance Loans (Morocco)	Small Enterprises, Women, Agriculture	Morocco	C
Crédit Agricole du Maroc Green Loans	Agriculture, Rural Development, Green Energy	Morocco	C
Tamwil El Fellah Zero Interest Loans	Rural Entrepreneurs, Small Farmers, Agriculture	Morocco	C
Kawakibi Democracy Transition	Democracy, Human Rights, Participation	Tunisia	F
Tunisia Development Foundation	Youth Entrepreneurship, Innovation, Startups	Tunisia	F
BIAT Foundation for Youth	Education, Entrepreneurship, Culture, Youth	Tunisia	F
Orange Tunisia Foundation	Digital Education, Innovation, Social Inclusion, Tech	Tunisia	F
Enda Tamweel	Microenterprises, Women, Youth, Empowerment	Tunisia	C
Zitouna Tamkeen	Entrepreneurship, Rural Development, Social Impact	Tunisia	C
Kiva Microfinance Loans (Tunisia)	Small Businesses, Rural Communities, Women	Tunisia	C
Banque Zitouna Taysir Microcredit	Rural Development, Social Enterprises, Women, Youth	Tunisia	C

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4 C/F : Credit / Funding

Risk Management

As we have developed the already risk assessment plan during the planning phase, the management of these risks becomes crucial during the implementation of the project activities. It helps to safeguard the project's timeline, resources, and outcomes, while promoting a culture of flexibility and problem-solving within the team. As mentors, we suggest you revise the risk management plan that the participants have developed during the planning phase to develop possible preventive measures to act before the risks happens or return to the crises.

When a crisis occurs, how the project team responds is crucial to minimizing disruption and ensuring the project can continue without any disruption. A crisis is typically an unexpected event that requires immediate action and may significantly affect the project's resources, timeline, or outcomes. Therefore, revising the risk management matrix and plan in this stage and implementing the strategies as response will minimize the damage of the risk to the project. Therefore, it is important that you support the project teams to establish clear action plans in the event of crisis by identifying who is responsible for leading the response and ensuring swift communication between the team members and you.

Example: As you have the following risk assessment matrix for our example project that is developed. The risk matrix has the risks that are already foreseen and given possible responses.

Risk	Risk Rating	Response / Prevention and Mitigation Measures
1.Delays on securing the permits to implement activities	Medium	Creating collaborations with municipality and vocational schools before the start of the project
2.Lack of interest from the young people	Low	Promoting project through the circles of the young people to engage them in digital entrepreneurship classes
3.Not being able to find trainers to implement training activities	Low	Asking the organizations involved in the project to provide their networks and contacts to reach out possible trainers to engage
4.Not being able to secure partnerships with local schools	Low Medium	Asking the local association to create a bridge between us and the local schools to facilitate the partnership process as formal organisation

According to this risk assessment matrix, prior to the activities, we require a permit from the public organisations which might hinder the implementation period. Therefore, it is important to create collaborations with municipality and vocational schools prior to the planning the activity dates and develop the strategy to implement the prevention measure to prevent the surfacing of the risk and impact the project.

Therefore, as mentor you should check with the project teams about their risk assessment matrixes and encourage them to prevent these risks before they turn into the crisis. However, as always, there is possibility of turning the risk to a crisis. During this process, you should act as a support and guidance mechanism to implement a damage control. That could involve reallocating resources, revising timelines, or re-prioritizing tasks. In addition to that, the project teams and mentors should keep transparent and timely communication with coordination and inform them about the crisis situation which might be easily resolvable. Therefore, it is important that the project teams keeps the communication line open with the coordination in these sort of situations so that, the issues can be resolved with the resources of the organizations involved in Give a Chance Programme.

The crisis are not only bad situations but as well as a situation to learn. After the crisis resolved, you should check with the project teams to understand what went wrong and how it could be avoided in the past and can be avoided in the future. This will help improve future risk management and strengthen team resilience against to the risks and the issues can happen through the project implementation period.

Risk Management matrixes might not be enough. The project teams are new to the implementation of the projects, they might oversee or not think about at all a risk which might raise during the implementation period. Therefore, it is important to revise the risk assessment matrix during the first months of the project to see what can go wrong and how to deal with these issues promptly and efficiently so that these crises do not derail the projects' overall progress. Therefore, it is important to develop strategies enable rapid problem solving. Your role as mentor is to encourage participants to develop a culture of openness where as a team, they are comfortable to raising issues or concerns as soon as they happen which will enable both you and them to provide quicker solutions to the issues.

As mentor you should not solve the problems of the participants by yourself or with one project team member, but involve the entire project team in addressing challenges, leveraging their diverse perspectives and expertise to find effective solutions. Problem-solving as a group can generate creative solutions and increase acceptance of the solutions as a team while increasing the sense of belonging to the team and purpose. Give a Chance Programme's main aim to provide young people with skills and knowledge, thus, it is important to focus on the process than the result. They have full flexibility in the resource allocation, changing activities, upscaling or downscaling their target groups to adjust and create solutions to address issues. Progress Reports and regular check-ins by mentors are exists to early identification of the risks. Check-ins by mentors, progress reports, the mentor talk reports can help the coordination, you and the overall project team to identify areas that require intervention before they become significant obstacles.

Risk management is not only about reacting the issues but fostering a problem-solving culture within the project team. Developing the skills of project team members to solve the problems swiftly will increase their resilience towards to the issues that might occur during the project implementation process. Therefore, develop solutions to the issues will help them to create a strategies for issues before they start and help them to develop skills which might require in the long-run after the initial phase of their projects. As mentor you should encourage flexible thinking. It will equip them to handle challenges independently and creatively in the long-run and help them to develop confidence.

Change is inevitable in any project environment, whether due to external factors, evolving stakeholder needs, or shifting project priorities. A crucial aspect of risk management is preparing the team to adapt to these changes with minimal disruption to the project. Therefore, it is important to encourage the team to view changes and challenges as opportunities for growth rather than setbacks. This mindset promotes resilience and adaptability in the face of uncertainty. Encouraging the team to adapt to changes in the project environment and increasing their skills to think creatively ensures that they are well-equipped to handle unforeseen obstacles. Through effective risk management, the project can remain on track, and its objectives can be achieved, even in the face of uncertainty.

Monitoring and Evaluation

Monitoring and evaluation is the essential process of the project management process to ensure that the project stays on track, objectives are met, and lessons are learnt for future improvements. For monitoring and evaluation, the defined indicators in the project development phase should be revised and revisited throughout the implementation period. In that way, tracking of the overall project objectives and the impact of the project through the process. In this chapter, we have explained the overall monitoring and evaluation strategies to implement throughout the project implementation process for coordination of the evaluation process.

The projects should have developed qualitative and quantitative indicators with means of verification mechanisms prior to the start of the projects as we have explained previously in co-planning phase. In the project implementation process, the project teams should develop tools to implement monitoring and evaluation with the help of you as mentors. The project teams will implement their local projects throughout 6 month period after the implementation of the Kick-Off of Give a Chance Programme. During the implementation of the local projects, the participants will be provided with separate tools to analyse their projects' impact in the local community. For the monitoring and evaluation of the local project activities, we will employ several evaluation tools : **participant reports, feedback from the beneficiaries of participants, self-developed evaluation methods with mentors.**

Tool 1 : Participant Reports : Each participant group will develop a project report in the end of the 6 month period by referring to the implementation of the activities, these reports will be filled with the participants and mentors jointly to provide an information about the final outcomes of the activities that are done by the participants. . The participant report format can be found in **Annex – 3 : Give A Chance Project Report Form for Young People.**

The participant reports will serve as a final evaluation for the project teams. For the development of this report, the participants should collect the following data throughout the project implementation process so that, in the end they can develop the report :

1)Number of people reached per activity per gender & age group :

Activity	Female	Male	Non-Binary	5-13	14-17	18-25	26-35	35-60	60+
A1.									
..									
..									
Total									

In this segment, the participants should collect the above-mentioned data with separate means whether it is QR code for participation asking the gender and age, the evaluation or feedback forms or tools that they have developed by themselves to be able to show in the final about their achievements so we can provide a gender aggregated data to the EU commission for the overall programme. Therefore, it is important to develop tools to collect this data for the monitoring and evaluation purposes to ensure that in the end of the day, the program coordination can claim quantitative indicators are achieved or not.

Secondly, the participants should use tools to track their projects online presence and collect this data throughout the project implementation period. For that the following table in the final phase of the reporting will be filled out by the project teams :

Social Media & Media & Internet Presence of the project :

Activity	Link	Description	Platform Name
A1.			
..			
..			

That will help project coordination to gather the overall social media presence of the project through the participants in each platform. In that way, the project teams will be able to present their work and disseminate according to the rules that are developed and explained under Communication, Visibility and Dissemination Sections. Next is the another issue of the communication, the participant groups should document their communication with the possible funding organizations, local governments, angel investors or possible collaborations throughout the project cycle so that, they can provide this information in the end of the project.

Communication with Relevant Stakeholders (Funding organizations, angel investors, etc.)

Activity	Occasion	Plan for the future	Observations
A1.			
..			
..			

Your role as mentor to ensure that they have gathered these information for the reporting purposes throughout the project implementation period. For that, they can use Google Sheets that they can create to follow up these information. In addition to that, ***Local communities reaction, Challenges occurred, Lessons Learnt, Impact, Evaluation and Plans for the future questions*** the participants should develop monitoring and evaluation tools to observe, document and report these lines. Filling out these information would not be possible without having these information at hand that can only be developed through the implementation process of the activities.

> **Tool 2: Feedback from the beneficiaries of participants:** The participants will use a simplified feedback form in case they do activities directly with the local communities. These feedback forms will only developed to help the participants to gather data for the evaluation purposes of the overall projects. During **Kick-Off of Give a Chance Programme,** the participants will shape this feedback forms according to their needs with the mentors. **(Annex – 2 : Give A Chance Project Feedback Form for Local Projects)**

The sample feedback form for the local projects is developed to help the participants to document the general feedback and understand the reactions of the local community and the beneficiaries concerning to their projects. By doing so, as the program coordination team, we will be able to develop the overall program monitoring and evaluation report. **The feedback forms are the bare minimum for the project monitoring and evaluation process for the participants. They can change the overall aspect of it and adopt it to their projects.**

> **Tool 3 : Self-developed Evaluation Methods with Mentors :** The participants will be supported on the development of their own self-developed evaluation methods (forms, focus group meetings, interviews etc.) to understand the impact of their own projects. This process will be guided by mentors to develop tools tailored to the participants' needs according to their planned activities.

As each project has their own indicators, we cannot give you a clear-cut "How to evaluate" each project strategy. However, according to the indicators, you can use the guidance material that we have explained in the planning phase of the monitoring and evaluation section. Therefore, it is important you develop these tools to address the indicators developed within the projects to be able to measure the overall achievements of the projects. However, with the reporting developed, we should able to measure the global indicators of the program as explained below. General Indicators are the must to be documented for the coordination. Therefore, your role is to ensure that these information can be accessed during and after the implementation of the projects by the project teams.

General qualitative indicators of the Program for the local projects are indicated as below :

- The local community became aware about the European Union opportunities due to visibility of the projects
- The participants increased the well-being of the local populations through their implemented projects
- The local community benefited from the participants' projects according to their needs and interests
- The networks of participants i.e. social capital is extended in the local community
- The participants developed tools and means to implement their activities after the finalisation of the programme
- The participants have found additional fundraising to continue to their activities
- The participants become able to tackle with the unforeseen challanges in their own projects

General quantitative indicators of the Program for local projects are indicated below :

- Number of beneficiaries of participants : 4.000 (1.000 per country)
- Number of projects implemented successfully : 20 (5 per country)
- Number of activities implemented successfully : At least 20
- Number of reports presented by mentors : 8
- Number of reports presented by participants : 20
- Number of relevant stakeholders engaged with participants : 10
- Number of social media and media presence : 20

The above indicators should be developed and documented for each project. Your role as mentor to ensure that these indicators are addressed throughout the monitoring and evaluation cycle of the projects, and it can be used later on. In the reporting section, we have explained in detailed about the reporting requirements throughout the program as there are several tools that has to be used with explanations of each tool. In addition to that, during the virtual module, these indicators will be checked accordingly to the participants' achievements and their progress will be monitored throughout the project activities.

The project teams will meet monthly basis all together online for 1 hour period to share their experiences. Each team will include at least one person to this meeting and it will serve as an evaluation tool to see the overall progress of the project activities. In that way, the coordination will ensure that the activities are done correctly and there is a place to share the information between the project teams.

Finalising the Project
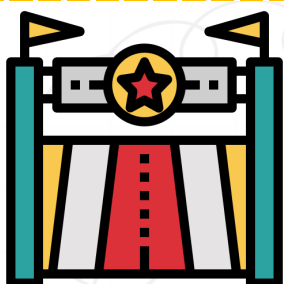
The final stage of the project will be done in the Evaluation Meeting which will take place in Gaziantep, Turkiye. During this process, the project teams will evaluate the overall aspects of the project with their peers from different countries and able to discuss overall challenges that they have faced in their countries. The evaluation meeting will not only show the completion of the project but also provide a space for reflection, analysis, and promote the projects within the international environment. Demo days will be implemented after in each country to promote the finalisation of the projects and provide a ground for angel investors, local, regional and national stakeholders to engage the project teams activities in long run by providing further funding or engaging in collaboration to sustain the projects initially developed with the program.

In this stage, your role as mentors is to provide project teams with relevant tools to evaluate their overall activities. However, finalising the project means that in last 2 months of the project, re-checking the overall project objectives, indicators and activities. You can check whether the overall activities are implemented and the results are developed according to the plan and all reporting requirements are done correctly to provide the final report.

In this process, you should address the incomplete tasks, the activities and the quality of the products that are developed within the projects with the project teams. If any tasks or objectives remain incomplete, evaluate whether they are critical to the project's success and might decrease the further funding, you should resolve any outstanding issues before officially closing the project. If necessary, you can guide project teams to make last-minute adjustments or refinements to ensure the project fully delivers on its promises. This could involve minor tweaks, reworks, or additional quality checks to ensure that the project activities are completed according to the final revisions and the global indicators are achieved project wise for the teams that you have engaged with as mentors.

Implement a final review with the project teams. Once all project goals are met, it is important to engage the project team in a final review. This informal assessment helps ensure that the team's insights, challenges, and achievements are acknowledged and that the project's outcomes are thoroughly evaluated. During this process, you should use YouthPass key competences[5] as overall process of the skill development of participants and give them an opportunity to document their reflections through the self-assessments of each competence area. During this final review, you should give them a space to reflect on the entire project by encouraging open dialogue about what went well, where improvements could be made, and how the team worked together.

You should implement a post-implementation debrief. A post-implementation debrief is a formal opportunity to evaluate the project in its entirety and capture lessons learned for future initiatives. This process will help the project team, you and coordination to understand what worked well and where improvements can be made in future projects in further program development processes. To do so, as mentor, it is expected from you to develop a a structured agenda for the post-implementation debrief, covering key areas such as project performance,

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5 Key Competences framework - how is it used on Youthpass? – Youthpass can be accessed from here :
https://www.youthpass.eu/en/help/faqs/keycompetences/

team dynamics, resource management, and stakeholder engagement and further plans. In this process, for the final mentoring report **Annex – 4 : Mentor Reports on The Project of Mentees.** It will help you to collect feedback from all team members to document lessons learned. This could include identifying areas where the project exceeded expectations, as well as recognizing processes or decisions that hindered progress. With the mentor reports, the coordination will be able to use this document for avoiding the mistakes for next projects within the program and able to replicate the successful strategies.

Develop an action plan for their further engagement either with the organizations involved or with the further implementation of their projects. During this process, you should give project teams possibility of their sustainability prospects concerning their projects by making them evaluate the overall project in a detailed manner from the day one until this moment to help them to develop sustainability strategies to reach out further funding for their projects. In that way, they will be able to continue and sustain their projects in long run.

You should have an exit talk as mentor. An "exit talk" usually refers to a conversation that takes place when someone is leaving an organization, team, or position as you are leaving them as their mentor after this point on and they are alone to continue their journey. Therefore, you should give them a space to share their experiences with you, highlighting goods and bads of the overall process. During the evaluation meeting in Gaziantep, this will be done in a structured manner though, we suggest you to have it before in a deepened conversation through informal process. In that way, this exit talk will allow you and project teams acknowledging the overall departure of you as their safety net in their initial journey and plan their further steps.

Demo Days are the last part of the Give a Chance Programme for project teams to promote their projects to the wider audience such as stakeholders, potential funding organisations, angel investors and likewise organisations. The format of demo days will be developed jointly with you as mentors and participants to make participants to promote their projects and ask funding and further investment for their ideas for the possible investors. From the start of the projects until the demo days, you should keep in mind identifying possible funding opportunities for the project teams and support, encourage and guide them until the last day of their projects.

Finalising the project within Give a Chance Programme is not only completing tasks, but it is an initiation for the long-term prospects on the implementation of social entrepreneurship projects in the local communities. **The activities should continue with the revenues or the created impact through the different fundraising mechanism that is outside of the program.** Therefore, your role as mentors to support this transition in the end of the program for the project teams to follow-up their projects and implement new or upscaled activities for the overall projects. In that way, the project will not end within its execution but it will continue and create spill-over effects in the communities as it is intended to do so.

Demo days and Sustain the Change Trainings will be the places in each country to promote these projects and make the participants efforts to create a change in the communities visible and disseminated while providing them spaces to collaborate and partner with the other relevant stakeholders. Last but not least; we do not finalise the projects in here , but change the path towards a better communities and for social change.

SOCIAL CONTEXTS IN PARTICIPATING COUNTRIES

In this chapter, we have outlined the social contexts of Turkey, Spain, Morocco, and Tunisia, focusing on the key issues that justify the implementation of the *Give a Chance Programme*, while also highlighting the differences between these four countries. The main challenges identified include youth unemployment and social inclusion, both of which remain pressing concerns across these countries. However, the scope of the issues extends further, encompassing themes such as rapid urbanization, migration, economic inequality, and gender-related challenges, all of which are central to understanding the complex social contexts in these countries.

In Turkey, rapid urbanization, coupled with internal and external migration, particularly due to conflicts in neighboring regions, has intensified economic and social disparities, leaving youth especially vulnerable. In Spain, while migration continues to reshape the demographic fabric, economic recovery post-crisis has been slow, and youth unemployment remains alarmingly high despite various government interventions. In addition to that, it became a chronic problem of Spain as unemployment which results with young people going abroad for better life prospects. Morocco and Tunisia, both undergoing political and economic transitions post-Arab Spring, face similar issues where modernization efforts clash with traditional societal structures, further intensifying the issues such as youth marginalization and gender inequalities especially in rural areas in comparison to the urban areas.

By understanding the dynamic interplay between tradition and modernization, as well as the ongoing political and economic transitions affecting these regions, we have aimed to provide a comprehensive overview of the challenges faced by youth and general population in these countries. This situation analysis is intended to support you during both the project development and implementation phases, helping your project teams design targeted interventions that address the specific needs and challenges in each country.

TÜRKIYE

Turkey's economy has undergone substantial growth over the last two decades, positioning it as the 17th largest globally. From 2002 to 2022, real GDP grew at an average of 5.4%, and poverty levels were significantly reduced. However, the country now contends with high inflation, low productivity, and growing inequality. Environmental concerns also persist due to carbon-intensive industries. Furthermore, the 2023 earthquakes created an urgent need for $81.5 billion in reconstruction costs. Turkey remains a key player regionally, but continued reforms are vital for sustained, inclusive growth[6]. Turkey has been recovering from the high inflation in the past years through the impact of the inflation and the economic issues continues to be the challenge for the young people but not only as well as general population due to unemployment and access to the resources because of increased costs of living.

According to OECD's 2023 Economic Survey[7] indicates that Turkey has been going through structural challenges, including persistently high inflation, which has undermined purchasing power, as well as **income inequality and lack of productivity.** These issues, coupled with a fragile financial sector, are obstacles to achieving sustainable growth. In addition to that, according to the same report, the need for greater environmental sustainability is prevalent in Turkiye which will help Turkiye to reduce its reliance on carbon-intensive industries while contributing the global

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6 World Bank. (2024). Turkey overview. https://www.worldbank.org/en/country/turkey/overview
7OECD. (2023). OECD economic surveys: Türkiye 2023. https://www.oecd.org/en/publications/oecd-economic-surveys-turkiye-2023_864ab2ba-en.html

climate goals. Moreover, the **social welfare systems in Turkiye is not helping to shield and protect the vulnerable populations from the economic issues** in the country especially in the regions where the earthquake in 2023 occurred, even after a year, the challenges continue to exists and not only economic prosperity but as well as the social issues deepens.

According to the TurkStat[8], Turkiye's labor force participation rate is at 53.3%, with a significant gap between men (71.3%) and women (35.7%) as of March 2023. This indicates the disparities between the engagement of men and women to the work place in an equal matter which is often the issue in the participating countries with emphasis on Morocco and Tunusia. In addition to that, youth unemployment remained a concern, particularly for women, with an overall rate of 19.9%, but reaching 28.9% for young women. Beyond unemployment, underemployment and seasonal work are also prominent issues in Turkiye's labor market. Many workers are employed below their skill level or only part-time, with agriculture, tourism, and construction sectors showing high seasonal fluctuations. This leads to income instability and contributes to the precarious nature of many jobs.

Turkiye's labour market faces significant structural challenges, particularly in terms of low labour force participation, high unemployment rates as well as the underemployment[9]. According to Next-Generation Turkey Report[10], most of the young people who are in their first stages of the employment *i.e. first-time job seekers and university graduates* struggling to transition from the education to employment due to mismatches between their skills and labour market demands. In addition to that, young job seekers often lack work experience, contributing to high youth unemployment rates. That shows the need between the importance of the internships and entry-level opportunities in improving youth employability in different sectors as well as education and labour market collaboration to provide practical experiences and increase the skills of young people according to the 20th century labour market needs.

Covid-19 and the Turkish Labor Market: Heterogeneous Effects Across Demographic Groups[11] indicates that the **labour force participation is huge disparities across gender, age, and education level according to the data analysed between 2005 and 2020 from TurkStat.** Women, particularly mothers, and young workers (ages 15-24) were disproportionately affected from the impact of Covid-19, as were individuals with lower education levels. Informal workers, who typically do not benefit from employment protections, faced greater risks of job loss. In addition to that, the impact of pandemic was particularly harsh for women, as they were more likely to work in sectors that were heavily affected by lockdowns and social distancing measures, such as retail, hospitality, and care services. Additionally, the burden of childcare, deepened the issues by school closures, meant that many women had to leave the workforce entirely. This indicates the issues in the structural aspects in terms of the labour market participation in Turkey. Thus, it can be argued that promoting the women participation in labour market through the projects of the program can create a significant benefit to resolution of this issue.

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8 Turkish Statistical Institute. (2023). Labour force statistics, March 2023. https://data.tuik.gov.tr/Bulten/Index?p=Labour-Force-Statistics-March-2023-49372&dil=2

9 OECD. (2021). OECD economic surveys: Türkiye 2021. https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-turkey-2021_2cd09ab1-en

10 British Council. (2020). Next Generation Turkey. British Council. https://www.britishcouncil.org/research-insight/next-generation-turkey

11 Aldan, A., Çıraklı, M. E., & Torun, H. (2021). Covid-19 and the Turkish labor market: Heterogeneous effects across demographic groups. Central Bank Review, 21(2), 155-163.

In the same article, youth were another group heavily affected by the pandemic. The study found a U-shaped pattern, with young workers (ages 15-24) and older workers (55+) being more impacted than middle-aged workers. Young people faced higher unemployment rates, as firms reduced hiring and entry-level jobs were scarce. Older workers, particularly those nearing retirement, were also hit hard, as many opted for early retirement or were let go due to health concerns. Moreover, the most of the young people in the education during the pandemic were impacted highly from the lockdowns and not being able to reach out the possible education opportunities because of lack of infrastruacture. Moreover, less-educated workers were particularly vulnerable to job loss, largely because they were more likely to be employed informally or in sectors where remote work was not feasible. In contrast, workers with higher education levels, who were more likely to work in sectors that could adapt to remote working conditions, experienced less severe employment losses.

OECD's Better Life Index provides the same findings concerning to the employment, labour market as well as income inequality. The average wage in Türkiye is significantly lower than the OECD average, and while income levels have risen in recent years, the distribution of wealth remains highly uneven[12]. This inequality is deepened by regional disparities, with wealth and job opportunities concentrated in urban centers such as Istanbul, Ankara, and Izmir, while rural areas remain underdeveloped and underserved. Therefore, it is important to highlight that Give a Chance Programme promotes the engagement of young people in the rural areas as Gaziantep and surrounding by implementing activities in these areas.

Income inequality in Türkiye is intertwined with disparities in employment opportunities. Long-term unemployment, which refers to individuals unemployed for more than a year, remains a major issue in the country. According to the OECD[13], 3.3% of the Turkish labor force falls into this category, compared to the OECD average of 1.3%. Long-term unemployment not only affects income levels of people but also their psychological well-being, leading to diminished social capital and a further loss of employability as skills become obsolete. **Job security is another critical issue.** In Türkiye, workers face an expected 13% loss in earnings if they become unemployed, which is one of the highest among OECD countries. This level of job insecurity, coupled with limited access to social safety nets, makes it difficult for workers to recover from economic shocks. The country's informal economy also plays a negative role in job insecurity, with many workers employed without proper contracts or benefits, leading to greater vulnerability during economic issues.

Türkiye's regional disparities are another significant contributor to socioeconomic inequality. While urban areas benefit from higher income levels, better access to services, and more employment opportunities, rural areas particularly in the east and southeast of the country lag behind in key indicators such as health, education, and infrastructure development. OECD 2021 Economic Survey[14] indicates that rural poverty is particularly acute, with limited access to quality education and healthcare services exacerbating the cycle of poverty in these regions. In recent years, the Turkish government has launched several initiatives aimed at reducing these disparities, including investments in infrastructure and targeted social programs for rural populations. However, much more needs to be done to address the root causes

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12 OECD. (2024). Turkey - OECD Better Life Index. https://www.oecdbetterlifeindex.org/countries/turkiye/
13 OECD. (2023). OECD economic surveys: Türkiye 2023. https://www.oecd.org/en/publications/oecd-economic-surveys-turkiye-2023_864ab2ba-en.html
14 OECD. (2021). OECD economic surveys: Türkiye 2021. https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-turkey-2021_2cd09ab1-en

of inequality, particularly in terms of improving education and healthcare access in rural areas. In addition to that, the young people are the most affected group from these disparities and they are migrating the urban areas for better life prospects in the history of Turkey and now, they are starting to go abroad to get better jobs and increase their quality of life. **Therefore, it is important to highlight the issue that increasing the education and access to healthcare and providing employment opportunities in rural areas through the entrepreneurial programs plays a huge role on the resolution of this issues.**

The youth demographic in Türkiye is one of the largest in the region, comprising 15.1% of the total population. However, young people in Türkiye face significant challenges in terms of education, employment, and social mobility. British Council's Next-Generation Turkey report[15] highlights that **many young people feel disconnected from the political process and lack opportunities for meaningful participation in decision-making**. Additionally, the report reveals that a significant proportion of Türkiye's youth are concerned about their future prospects, particularly in terms of employment. **Youth unemployment remains a critical issue, with Türkiye experiencing one of the highest youth unemployment rates among OECD countries.** Many young people, particularly those without higher education degrees, struggle to find employment in a labor market that increasingly demands specialized skills and experience. According to the Next-Generation Turkey Report, one of the primary reasons for high youth unemployment is the **mismatch between the skills taught in schools and universities and the demands of the labor market.** Graduates often find themselves overqualified for available jobs or unable to find work that aligns with their qualifications which leads to the underemployment.

The Turkish education system plays a central role in shaping the future of the country's youth, but it has been criticized for not adequately preparing students for the challenges of the modern economy. In the same report it is indicated that **the education system in Türkiye emphasizes rote learning and memorization rather than critical thinking, problem-solving, and creativity skills that are increasingly important in the digital age.** The report also highlights the lack of vocational training programs that could help young people develop practical skills that are in demand in the labor market. **The OECD's assessment of the Turkish education system details these concerns, noting that only 42% of adults in Türkiye have completed upper secondary education, compared to the OECD average of 79% (OECD, 2023).** Additionally, Türkiye's performance in the Programme for International Student Assessment (PISA) remains below the OECD average in key areas such as mathematics, reading, and science[16]. The country has made progress in improving educational outcomes over the past two decades, but significant challenges remain in terms of ensuring equal access to quality education for all students, particularly those in rural areas and disadvantaged communities.

Türkiye's educational disparities are closely linked to the country's regional inequalities. Students in urban areas generally have access to better resources, teachers, and facilities compared to their counterparts in rural regions. According to UNICEF[17], **children in rural areas are more likely to attend schools with fewer resources, less-qualified teachers, and inadequate infrastructure. This gap in educational quality contributes to the perpetuation**

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15 British Council. (2020). Next Generation Turkey. British Council. https://www.britishcouncil.org/research-insight/next-generation-turkey

16 OECD. (2021). OECD economic surveys: Türkiye 2021. https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-turkey-2021_2cd09ab1-en

17 UNICEF. (2023). Türkiye child survey 2022. UNICEF. https://www.unicef.org/turkiye/en/reports/t%C3%BCrkiye-child-survey-2022

of poverty in rural areas and limits the social mobility of rural youth. UNICEF's report on child welfare in Türkiye also emphasizes the need for more inclusive education policies that target marginalized groups, including children with disabilities and those from low-income families. The organization notes that while Türkiye has made progress in expanding access to primary education, much more needs to be done to ensure that all children, regardless of their background, have access to quality education.

Higher education in Türkiye has expanded significantly in recent years, with the number of universities and vocational schools increasing across the country. **The access to higher education remains uneven, with students from disadvantaged backgrounds less likely to attend university.** Moreover, many graduates struggle to find employment after completing their studies, as the skills they acquire often do not match the needs of the labor market. To address these issues, there must be market-based strategies as the social welfare system is not functioning in Turkey to provide assistance in the way in the way with the other countries. Moreover, there is a need on improving quality of teaching and aligning curricula with the needs of the modern economy as well as 21st century skills. Therefore, it is crucial to expand vocational training programs and create stronger links between universities and industries could help bridge the gap between education and employment.

Despite these issues, Türkiye's progress in human development has been positive, with the country ranking 45th globally in the UNDP's Human Development Index[18]. This index measures a country's progress across life expectancy, education, and income. Despite these advancements, gender inequality continues to be a significant barrier to full human development in Türkiye. **Women's participation in the labor market remains particularly low, with only 37% of women aged 25-54 engaged in formal employment, compared to the OECD average of 66%.** The reason behind can be interpreted as **traditional gender roles and societal expectations continue to restrict women's participation in the workforce, particularly in rural areas.** Many women face cultural barriers that limit their access to education and professional opportunities, with early marriage and domestic responsibilities often taking precedence over career ambitions. These challenges are compounded by limited access to affordable childcare and the prevalence of informal work, which offers little job security or benefits.

Access to healthcare is another critical dimension of inequality in Türkiye. While urban centers have seen improvements in healthcare infrastructure, rural areas, especially in the eastern regions, still face significant challenges in terms of access to quality healthcare services. Many rural areas lack specialized medical professionals, forcing patients to travel long distances to receive adequate care. This creates additional financial burdens for low-income families and contributes to poor health outcomes, particularly for maternal and infant care. The Turkish government has introduced several reforms aimed at improving healthcare access, such as the expansion of the General Health Insurance scheme, which aims to provide universal healthcare coverage. However, disparities in healthcare quality between regions persist, and much more investment is needed to ensure equitable access for all. Therefore, the projects promoting the access to health care as well as education might contribute to the social change in the communities. Moreover, engaging the vulnerable women in rural to the employment schemes and labour market might create a positive impact as triplet : gender equality labour market participation of women and deepened inequalities between the urban and rural areas.

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18 UNDP. (2022). Türkiye: Human development report briefing note. United Nations Development Programme

Türkiye hosts the world's largest refugee population, with over 3.6 million Syrians residing in the country as of 2021[19]. This influx of refugees has had intense social, economic, and political impacts on the country. The refugee crisis has placed considerable strain on Türkiye's public services, particularly healthcare, education, and housing. The integration of refugees into the labor market remains a significant challenge, with many Syrians working in the informal economy under precarious conditions. Refugee children face additional barriers to education, including language differences and financial pressures, which have left many out of school. While the Turkish government has made efforts to integrate refugee children into the national education system, further support is needed to ensure that they can access quality education and contribute to the country's economy in the future[20]. The project might target to the issues engaging Syrian refugees and promoting the social cohesion due to huge refugee population in Gaziantep and neighbouring regions might contribute long-run both preventing the marginalization due to social exclusion from the education as well as promoting the social cohesion between the refugee and host communities.

Internal migration continues to shape Türkiye's socioeconomic landscape, with rural-to-urban migration resulting in rapid urbanization.[21] Besides the migration from different countries and influx of refugees, the unknown or "not argued" issue is the rural – urban migration. According to the study done by Gursoy and Badur; each year, 2.2 million to 3 million migrate internally within Turkey, a country whose population increased from 71.5 million in 2008 to 83.6 million in 2020. The influx of rural migrants into cities like Istanbul and Ankara has led to overcrowded urban centers, strained infrastructure, and rising inequality. Many rural migrants lack the skills needed for formal employment in urban areas and end up working in low-wage, informal jobs, perpetuating cycles of poverty[19]. With this issue, the housing crisis increases and informal housing settlements creates a urban poverty among the most vulnerable populations.

According to Internal Migration in Turkey and its Economic Consequences[22] study, it is seen that how migration from rural to urban areas has led to **urbanization challenges, such as inadequate infrastructure, housing shortages, and increased pressure on social services.** Meanwhile, regions experiencing out-migration face issues like labor shortages and decreased economic activity and as a result lack of economic development. It is explained in the study that internal migration in Turkey is driven by economic disparities and employment opportunities but also contributes to regional inequalities and urban challenges.

This is a small brief of the issues in Turkey. We have tried to underline the issues such as youth unemployment, the labour market and education mismatch, NEETs, deepened gender inequalities between the men and women as well as the urban and rural welfare disparities. These are the issues that might provide a starting point for the project teams to address though, we believe and know that these inequalities cannot be resolved overnight. Therefore, the projects developed within the program while addressing these issues, should have realistic goals to hold from the one side of the issue rather than whole set of problems. We expect from you as mentors to lead participants to one particular issue rather than trying to cover all issues we mentioned.

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19 UNDP. (2022). Türkiye: Human development report briefing note. United Nations Development Programme
20 UNICEF. (2023). Türkiye child survey 2022. UNICEF. https://www.unicef.org/turkiye/en/reports/t%C3%BCrkiye-child-survey-2022
21 Gürsoy F, Badur B. Investigating internal migration with network analysis and latent space representations: an application to Turkey. Soc Netw Anal Min. 2022;12(1):150. doi: 10.1007/s13278-022-00974-w.
22 Çiçek, S., & Elgin, C. (2008). Internal migration in Turkey and its economic consequences. EcoMod. https://ecomod.net/sites/default/files/document-conference/ecomod2008/749.pdf

SPAIN

Spain is facing several challenges from economic, social and political with chronic problems of persistent youth unemployment, regional economic disparities, housing and deep-rooted social inequalities. The young people are often staying in their family homes in later ages during their adulthood and they are called *"Ni-Nis"* Not in Education, Employment and Training. As there is no financial support for them to sustain their lives, unless they have previously worked for 6 months, their parents are their main safety net to sustain their lives. The issues of Spain is deeply rooted in the social welfare system in terms of education, employment and housing with less of challenges in health scene.

After the Covid-19, Spain's economy continues to show slow signs of recovery, yet the challenges of unemployment remain significant. Almost over a decade, Spain's youth unemployment rate stays as one of the highest in Europe, with nearly one-third of its young people unable to find stable work[23]. This situation reflect the continous structural issues in the Spanish labour market, including the prevalence of temporary and precarious work contracts, which often offer little job security or opportunities for advancement or not enabling young people to access to the state benefits. **Majority of Spanish young people are stuck in short-term, low-wage jobs that do not align with their qualifications, leaving them unable to gain financial independence or start families.** Addressing these labor market challenges will require comprehensive structural reforms. According to the Bank of Spain[24], reforms are necessary to increase labor market flexibility, reduce the over-reliance on temporary contracts, and better align educational outcomes with market demands. The unemployed young people are disproportionately affected by the structural problems that have plagued Spain's labor market for decades. **Therefore, the existence mechanisms should create jobs for young people to engage in the labour market to jump over the structural issues in the overall system.**

At the same time, Spain's regional economic disparities compound the problem of unemployment. Wealthier regions, such as Catalonia, Madrid, and the Basque Country, continue to develop, while poorer regions, particularly in the south like Andalusia and Extremadura, struggle to keep pace with lack of resources and job opportunities.[25]**This economic imbalance has created a dual-speed economy, where young people in less prosperous regions face even more significant barriers to finding employment and accessing quality education**. The decentralized nature of Spain's governance, with significant autonomy granted to its 17 autonomous regions, deepens these disparities. While decentralization allowed for localized governance, it also continues to lead unequal economic opportunities, with some regions benefiting from more better infrastructures and financial resources than others.

Spain's fiscal decentralization, which grants significant financial autonomy to regional governments, has led to a situation where the wealthiest regions continue to attract investment and talent, while poorer regions are left behind. As noted by Elcano Royal Institute[26] addressing these imbalances will require a rethinking of the distribution of economic resources and a more

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23 Tahmaz, O. (2020), Human Rights of Youth in November 2019 Spanish General Election in Geopolitica del Mundo Actual : Una Vision Multidisciplinar : Cátedra UNESCO de Resolución de Conflictos, Universidad de Cordoba

24 Banco de España. (2024, April 30). The main challenges facing the Spanish economy and how to tackle them. Banco De España. Retrieved from https://www.bde.es

25 The Economist. (2018). The problems of Spain's decentralisation. https://www.economist.com/special-report/2018/07/26/the-problems-of-spains-decentralisation

26 Chislett, W. (2023). Challenging times for Spain - Elcano Royal Institute. Elcano Royal Institute. Retrieved from https://www.realinstitutoelcano.org/en/work-document/challenging-times-for-spain/

coordinated approach between the central government and regional authorities to ensure that all regions can participate in the country's economic recovery.

Spain's political landscape is increasingly fragmented, with coalition governments becoming the norm in recent years. This political fragmentation has made it difficult for the government to implement long-term, comprehensive reforms, particularly in areas like labor market policy, social welfare, and education. This also impacted the youth-related issues. **Young people in Spain are significantly underrepresented in formal political institutions.** The average age of parliamentarians remains over 50 years old and few young people hold leadership positions within political parties.[27] Moreover, youth issues such as education, employment, and housing often take a backseat to concerns that primarily affect older demographics, such as pensions and healthcare.

This lack of youth representation has contributed to widespread disillusionment among young people, many of whom feel that their voices are not being heard in the political process. According to the Spanish Youth Council (CJE), **only 64.1% of young people participated in the 2019 general election, a rate significantly lower than the national average for all age groups.**[28] **Many young people view the political system as corrupt or out of touch with their needs,** which has led to a growing disconnect between young Spaniards and the political institutions that are supposed to represent them. In light of these facts, it can be said that the Spanish youth is practically nowhere, neither in politics, nor in education nor in employment. This opens up the young people into the lack of possibilities and finding solutions in abroad rather than in Spain.

Despite their limited representation in formal politics, young people in Spain have found alternative ways to engage politically, particularly through social movements and protests. In recent years, **Spain has witnessed a rise in youth-led activism on issues such as climate change, gender equality, and housing rights[29]**. These movements have given young people a platform to voice their concerns and demand action on the issues that matter most to them. However, without greater representation in formal political institutions, it is difficult for these movements to translate their demands into lasting policy changes. **Therefore, there is a huge need on increasing the movements and projects targeting the political, cultural and social participation of young people to tackle with this disenchament from the political and social scene for the young people whether it is through volunteering, sport or cultural events.** In that way, it can be ensured that the policies can be directed to young people and reflect their needs as much as they are not in front in the political or social scene, their voices would not be heard and it would result with the retraction from the young people from each aspects of life and hinder their well-being.

Social inequality remains as one of the biggest issues in Spain, particularly for young people who face barriers to accessing education, housing, and employment. According to the OECD[30], Spain has made progress in reducing overall poverty rates, but income inequality remains a major concern, particularly among younger generations. Many young people in Spain are trapped in a cycle of poverty and social exclusion, with limited access to the resources they need to achieve economic independence and fully participate in society. In addition to that, the social

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27 Tahmaz, O. (2020), Human Rights of Youth in November 2019 Spanish General Election in Geopolitica del Mundo Actual : Una Vision Multidisciplinar : Cátedra UNESCO de Resolución de Conflictos, Universidad de Cordoba
28 Ibid.
29 Human Rights Watch. (2023). World report 2023: Spain. https://www.hrw.org/world-report/2023/country-chapters/spain
30 OECD. (2024). Better life index: Spain. https://www.oecdbetterlifeindex.org/countries/spain/

welfare system in Spain do not help the young people to develop independency and autonomy. As there is no financial support for the young people rather than their families, the young people continues to be dependent to their families.

Housing is one of the most pressing issues for young people in Spain. The high cost of housing, particularly in urban areas, has made it difficult for young people to afford their own homes, forcing many to remain dependent on their families well into adulthood. Over 50% of young people in Spain continue to live with their parents due to insufficient income and the high cost of housing. This prolonged dependence on family support delays the transition to full adulthood and limits young people's ability to establish their own households.

Public spending patterns further worsens the issue. **Spain allocates significantly more public resources to the elderly than to young people, with public spending on the elderly being 34 times higher than spending on youth programs**. This discrepancy reflects a broader societal tendency to prioritize the needs of older generations over those of the young, which has significant implications for the ability of young people to achieve autonomy and independence. Therefore, as a program, our focus should target the young people and the issues concerning the young people in short-run from engaging to the labour market to the housing as well as cultural and social activities. In that way, the program can help them to build social capital and foster their political participation in long run.

Youth from marginalized communities, particularly immigrants and ethnic minorities, face additional barriers to accessing their rights. According to Human Rights Watch [31] , discrimination against immigrants, ethnic minorities, and LGBTQ+ individuals remains a persistent problem in Spain. Young people from these communities often face systemic barriers in accessing education, employment, and housing, which further exacerbates social inequalities. The Spanish government has taken steps to address these issues, including the introduction of anti-discrimination laws and initiatives aimed at promoting social inclusion. However, these efforts have been met with limited success, particularly in terms of reaching the most marginalized communities. Human Rights Watch notes that while Spain has made progress in protecting the rights of immigrants and ethnic minorities, there is still much work to be done to ensure that these groups have equal access to opportunities. Therefore, it is important to direct focus on the issues of the immigrants, ethnic minorities and LGBTQ+ individuals and promote their visibility within the larger society. Addressing social inequality and promoting the human rights of youth will require a comprehensive approach that takes into account the specific needs of young people from marginalized communities. This could involve expanding access to education, housing, and employment opportunities, as well as implementing targeted social programs aimed at reducing poverty and promoting social inclusion.

Education is one of the most important factors influencing a young person's ability to achieve economic independence and fully participate in society. However, Spain's education system continues to face significant challenges in providing equal opportunities for all young people. Disparities in educational attainment are particularly pronounced between different regions of Spain, with students in wealthier regions such as Madrid and the Basque Country performing significantly better than those in poorer regions such as Andalusia and Extremadura.[32]

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31 Human Rights Watch. (2023). World report 2023: Spain. https://www.hrw.org/world-report/2023/country-chapters/spain

32 OECD (2023), Boosting Social Inclusion in Spain: Improving Pathways and Co-ordination of Services, OECD Publishing, Paris, https://doi.org/10.1787/56b604a0-en.

One of the major issues contributing to these disparities is the high dropout rate from secondary education. Spain has one of the **highest early school-leaving rates in Europe, with nearly 20% of students failing to complete their secondary education.**[33] This issue is particularly prevalent in regions with higher levels of poverty and unemployment, where many young people leave school early to enter the labor market. However, the jobs available to these young people are often low-paying and unstable, leaving them trapped in a cycle of poverty and social exclusion. In addition to that, engaging with low-paying and unstable jobs are the only choices of young people especially like in the regions such as Andalusia, Baleric Islands or Canarias where the main economy is depending on the tourism and informal.

The Spanish government has implemented several reforms aimed at reducing the dropout rate and improving access to education. One of the key initiatives is the Youth Guarantee Program, which seeks to provide young people with training and employment opportunities through a combination of public and private sector partnerships[34]. The program has had some success in helping young people transition from education to the labor market, but it has been criticized for not being inclusive enough and for failing to reach those most in need.

Another important area of focus for improving Spain's education system is the promotion of lifelong learning. As the global economy continues to evolve, young people need to be equipped with the skills to adapt to new technologies and changing labor market demands. **However, Spain's education system has been slow to adopt new approaches to teaching digital and technological skills, leaving many young people unprepared for the demands of the modern workforce**[35]. The mismatch between the education and labour market continues to one of the issues in Spain as the education do not provide the young people with the relevant skills to engage in the employment which hinders the transition between the education to employment and lingers the process.

Vocational training is a critical component of Spain's strategy for improving youth employment and economic independence. Vocational education provides young people with the practical skills they need to enter the workforce directly after completing their education. However, as Do Better[36] points out, **Spain's vocational training system is underdeveloped compared to other European countries. Many young people who pursue vocational education find that their qualifications do not align with the needs of employers, leading to high levels of underemployment even among those with vocational diplomas.**

The Spanish government has recognized the importance of vocational training in addressing youth unemployment and has introduced several initiatives aimed at increasing access to these programs. The Youth Guarantee Program, for example, seeks to provide young people with access to training and employment opportunities through a combination of public and private sector partnerships. However, the **success of these programs has been limited by funding constraints and a lack of coordination between educational institutions and employers**. Moreover, the stigma associated with vocational education in Spain continues to be a barrier to its wider adoption. **Many young people still view vocational training as a second-tier option, reserved**

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33 OECD. (2024). Better life index: Spain. https://www.oecdbetterlifeindex.org/countries/spain/
34 Ibid.
35 Banco de España. (2024, April 30). The main challenges facing the Spanish economy and how to tackle them. Banco De España. Retrieved from https://www.bde.es
36 Do Better. (2024). The crises of Spain's youth: 7 solutions for a better future. Retrieved from https://dobetter.esade.edu/en/crises-spain-youth-solutions-better-future

for those who are unable to succeed in traditional academic pathways.[37] Changing these perceptions and promoting the value of vocational education is crucial for improving the employability of young people in Spain. Therefore, the need behind to promoting the vocational educational pathways which might decrease the labour market – education mismatch is prevalent.

Access to affordable housing is one of the most significant challenges facing young people in Spain. The high cost of housing, particularly in urban areas, has made it difficult for young people to afford their own homes, forcing many to remain dependent on their families well into adulthood. According to the OECD[38], **the high cost of housing, jobs with low wages and precarious employment conditions, has made it difficult for young people to achieve economic independence.** That situation results with the prolonged dependence on family support delays the transition to full adulthood and limits young people's ability to establish their own households. Moreover, young people from rural areas often face additional challenges in accessing housing, as they are forced to move to cities in search of employment but are unable to afford the high cost of living.

The Spanish government has introduced several measures aimed at addressing the housing crisis, including rent subsidies and tax incentives for young people. However, these programs have been criticized for being insufficient to meet the scale of the problem. In many cases, the assistance provided is too limited to cover the high cost of rent in urban areas, where housing demand is highest. **As a result, many young people continue to rely on their parents for financial support, which further delays their ability to achieve full autonomy.**

The rapid digitalization of the global economy is transforming the nature of work, and young people in Spain are the most affected group among the others. However, the digital divide remains a significant barrier to youth employment, particularly in rural areas and among disadvantaged communities. Many young people in Spain lack access to the digital tools and skills needed to compete in the modern workforce, which limits their employment opportunities and exacerbates existing social inequalities.[39]

Digital transformation is one of the key challenges facing the Spanish economy in the coming years. According to the Bank of Spain[40]; while digitalization has the potential to create new job opportunities, particularly in sectors such as technology, finance, and healthcare, it also presents challenges for young people who do not have the necessary skills to take advantage of these opportunities. One of the key areas where Spain has lagged behind other European countries is in the development of digital skills among young people. According to the OECD Better Life Index, only 39.9% of young people in Spain are willing to learn a new language, which is significantly lower than the EU average of 53.7%. **This lack of interest in language learning is indicative of a broader issue in Spain's education system, where there is a limited focus on developing the skills needed for the global digital economy.**

To bridge the digital divide, it is essential to invest in expanding access to digital education and training programs, particularly in rural areas and among marginalized communities. This could involve providing financial incentives for young people to pursue careers in technology,

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37 Ibid.

38 OECD. (2024). Better life index: Spain. https://www.oecdbetterlifeindex.org/countries/spain/

39 OECD (2023), Boosting Social Inclusion in Spain: Improving Pathways and Co-ordination of Services, OECD Publishing, Paris, https://doi.org/10.1787/56b604a0-en.

40 Banco de España. (2024, April 30). The main challenges facing the Spanish economy and how to tackle them. Banco De España. Retrieved from https://www.bde.es

creating partnerships between schools and tech companies, and ensuring that all students have access to high-speed internet and digital devices. By addressing these issues, Spain can help young people take advantage of the opportunities created by digitalization and ensure that they are not left behind in the global economy. Therefore, it is expected that the projects developed targets the rural population especially to address these challenges in the communities.

Mental health is an increasingly important issue for young people in Spain, particularly in the wake of the COVID-19 pandemic. The pandemic has had a profound impact on the mental health of young people, many of whom have experienced increased levels of anxiety, depression, and social isolation .These mental health challenges are compounded by the economic and social pressures faced by young people, including high unemployment, job insecurity, and a lack of affordable housing.

According to a study by INJUVE [41] , **nearly one in five young people in Spain reported experiencing mental health issues.** The study also found that young people who were unemployed or in precarious employment were more likely to experience mental health problems. This highlights the close relationship between mental health and economic stability, with young people who are unable to find stable employment being at greater risk of experiencing mental health issues. The Spanish healthcare system has struggled to meet the growing demand for mental health services, particularly among young people. Despite the introduction of several mental health initiatives, including increased funding for mental health services and the creation of school-based mental health programs, many young people still lack access to the support they need. This is particularly true in rural areas, where mental health services are often underfunded and understaffed. Therefore, focusing on the issues such as mental health and well-being in rural areas plays a huge role on the social change in the communities.

Intergenerational dialogue in Spain is essential due to its aging population and the socio-economic challenges faced by younger generations. Spain has one of the most rapidly aging populations in Europe, with projections showing that by 2050, one-third of its population will be over the age of 65, which creates a significant demographic imbalance [42] .Intergenerational dialogue is vital to bridging this gap, allowing older generations to share their experiences and knowledge while providing young people with opportunities for mentorship and skills development. This exchange of knowledge can help address youth unemployment and job insecurity while promoting social inclusion. Moreover, it can provide young people with opportunities, knowledge and skills which the older generations have due to aged population. It is argued that to promote the intergenerational dialogue in Spain is required to engage young people with the older generations to that they can benefit from their experiences.

Within Give a Chance program, it is important to address the issues that the young people who has involved takes it to their heart and motivated to work on while understanding the overall social context. As mentors your role is to make this more structured and pushing young people to understand the overall social issues in their own communities. They should not focus on simply every issue that they see but choose one single issue among the all and tackle with the root causes.

41 INJUVE. (2016). Informe Juventud en España 2016. Retrieved
from https://www.injuve.es/sites/default/files/2017/24/publicaciones/informe-juventud-2016.pdf
42 European Commission. (2018). The 2018 Ageing Report: Economic and Budgetary Projections for the EU Member States (2016-2070). https://ec.europa.eu/info/publications/economy-finance/2018-ageing-report-economic-and-budgetary-projections-eu-member-states-2016-2070_en

MOROCCO

Morocco has been successful in maintaining political stability and advancing socio-economic reforms. However, it has been dealing with several challenges, including **persistent inequalities, regional disparities, and socio-economic issues** that threaten its long-term development. In this section, we tried to provide an analysis of the current socio-economic situation in Morocco with a focus on the inequalities, health, education and social issues with touching upon the problematic issues such as regional disparities. In Give a Chance programme, we try to work on these topics especially the issue of youth unemployment by addressing it through social entrepreneurship.

Morocco's economy is characterized by its diversification, with key sectors including **agriculture, mining, manufacturing, and tourism**. However, the Moroccan economy has faced significant challenges in recent years, the situation worsened by global crises such as the COVID-19 pandemic and climate change. These factors, particularly droughts, have greatly impacted the agricultural sector, one of the primary drivers of Morocco's economy. Morocco's gross domestic product (GDP) growth has fluctuated in recent years. In 2015, the country experienced a GDP growth rate of 4.5%, but this sharply declined to 1.2% in 2016 due to a downturn in agriculture, a sector that comprises approximately 15% of Morocco's GDP. **However, agricultural performance is heavily dependent on weather conditions, and recent droughts have exacerbated this vulnerability**. Although GDP went back to 4% in 2017, growth has remained volatile since then.[43] With the increased climate change issues, drought and recent earthqueake, the situation continues to be worsened.

Unemployment continues to be a significant issue in Morocco, especially among youth and women. The overall unemployment rate was 10.2% in 2017, with youth unemployment reaching a staggering 26.5%[44]. In addition to high unemployment rates, the labor market faces structural issues such as a mismatch between educational qualifications and job market demands, further hampering economic growth and inclusivity. As agriculture remains the main driver of the economy, the climate change struggles becomes more problematic for the general population and young people. In long-run as, due to low production levels, the low-skilled jobs often occupied by young people will not be available as much as before which will result higher unemployment among young people. To mitigate these challenges, the government introduced the *Green Morocco Plan* (Plan Maroc Vert), which aims to modernize the agricultural sector and enhance its resilience to climate shocks.

Besides the agriculture, **tourism plays a huge role on the Moroccan economy.** Due to pandemic and travel restrictions, tourism sector severed in past years. Before the pandemic, tourism accounted for a substantial portion of Morocco's GDP, but travel restrictions and public health concerns dramatically reduced international arrivals. The recovery of the tourism sector is crucial for bolstering employment and economic activity as well as increasing the youth employment where the young people are mostly employed.[45]

43 OECD (2023), Agro-food Jobs for Youth in Egypt, Morocco and Tunisia, OECD Publishing, Paris, https://doi.org/10.1787/0c82d2e9-en.
44 Morocco Country Youth Profile. (2019). Islamic Development Bank, https://www.isdb.org/sites/default/files/media/documents/2020-09/Morocco%20Country%20Youth.pdf
45 Arab Barometer. (2022). Arab Barometer VII: Morocco Report. https://www.arabbarometer.org/wp-content/uploads/ABVII_Morocco_Report-ENG.pdf

Despite economic progress, Morocco continues to tackle with **deep-rooted inequalities, manifesting in income distribution, education, healthcare access, and basic services availability.** These disparities are most pronounced between urban and rural areas, with rural communities facing greater challenges in terms of development. **Income inequality is a pressing concern in Morocco. Although the country has made strides in poverty reduction, wealth distribution remains highly uneven, with a significant divide between the rich and poor.** According to the Gini index, income inequality in Morocco is one of the highest in the Middle East and North Africa (MENA) region[46]. Wealth is concentrated among a small percentage of the population, while a substantial portion, particularly in rural areas, continues to live in poverty and precarious conditions.[47] These disparities derived from the lack of safety nets for the poor as well as the lack of market-based interventions in the communities. Therefore, the entrepreneurial skills can benefit from the development of market-based interventions to decrease these inequalities in the communities.

Educational inequalities are another significant issue in Morocco. Urban areas such as Casablanca and Rabat benefit from relatively well-developed educational infrastructure, but rural regions struggle with severe shortages of schools, qualified teachers, and educational materials[48] This disparity is reflected in literacy rates, where urban centers demonstrate much higher literacy rates than their rural counterparts. The government has introduced several initiatives to address these disparities, including the *National Education Emergency Plan*. However, despite these efforts, significant challenges persist in providing equitable access to education, especially for girls in rural areas, where socio-cultural and economic barriers often hinder their educational opportunities.

Gender inequality is a pervasive issue in Morocco, manifesting in various forms, including wage disparities, limited access to political representation, and restricted employment opportunities for women. Although Morocco has made significant strides in improving women's rights, notably through reforms in the Family Code (*Moudawana*), gender disparities remain pronounced, particularly in rural areas.[49] Women's labor force participation is substantially lower than that of men, with many women confined to informal or low-paying jobs. In addition, traditional gender roles and cultural norms continue to restrict women's access to education and employment opportunities. **This issue is particularly acute in rural areas, where young girls are often expected to marry early and are discouraged from pursuing higher education or careers.**

The Moroccan healthcare system is characterized by significant inequalities, particularly between rural and urban areas. While urban centers have better access to healthcare facilities and specialists, rural areas suffer from severe shortages in healthcare services and professionals. The rural-urban divide is further exacerbated by the high cost of healthcare, which many low-income households cannot afford. Due to inadequate funding, a shortage of healthcare professionals, and inefficiencies in the healthcare delivery system continue to hinders progress in

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[46] OECD (2023), Agro-food Jobs for Youth in Egypt, Morocco and Tunisia, OECD Publishing, Paris, https://doi.org/10.1787/0c82d2e9-en.

[47] Morocco Country Youth Profile. (2019). Islamic Development Bank, https://www.isdb.org/sites/default/files/media/documents/2020-09/Morocco%20Country%20Youth.pdf

[48] World Bank(2012), The Challenge of Youth Inclusion in Morocco. World Bank Report: The Challenge of Youth Inclusion in Morocco. https://www.worldbank.org/en/news/feature/2012/05/14/challenge-of-youth-inclusion-in-morocco

[49] World Bank(2012), Promoting youth opportunities and participation in Morocco (English). Knowledge notes,MENA knowledge and learning quick notes series ; no. 66 Washington, D.C. : World Bank Group. http://documents.worldbank.org/curated/en/681321468276890567/Promoting-youth-opportunities-and-participation-in-Morocco

addressing health inequalities especially in rural areas. **In comparison to urban areas, rural areas often face severe shortages of healthcare facilities, qualified doctors, and essential medical supplies.** The rural-urban divide in access to healthcare means that rural residents frequently have to travel long distances to access basic medical care, which leads to delays in treatment and worsened health outcomes (World Bank, 2023).

The implementation of the *Regime d'Assistance Medicale* (RAMED), Morocco's national health insurance system, aimed to alleviate some of these disparities by providing coverage to low-income and vulnerable populations. Although RAMED has successfully expanded healthcare coverage to millions of Moroccans, challenges remain in terms of ensuring the quality and availability of services, particularly in underserved areas[50]. The country also faces challenges in retaining skilled healthcare professionals. Many Moroccan doctors and nurses migrate to Europe, attracted by better working conditions and higher salaries, further worsening the situation in the health care system due to the shortages of medical personnel in Morocco's healthcare system. Efforts to address this issue include increasing medical school enrollments and providing financial incentives for healthcare workers to practice in rural areas. However, these measures have yet to significantly close the gap in healthcare workforce shortages.[51] Therefore, promoting access to health care is highly important in Morocco especially in rural areas.

One of the most pressing social problems in Morocco is the high rate of youth unemployment. As of recent reports, nearly 30% of young Moroccans are neither employed nor in education or training (NEET), which has significant implications for the country's socio-economic stability. Youth unemployment is particularly acute among those with higher education degrees, reflecting a mismatch between the skills taught in schools and the needs of the labor market.[52] This mismatch leaves many young people, especially in rural areas, without viable opportunities for employment. It can be said that, there is a need to tackle with these issues to address the labour market and education mismatch.

Social exclusion, particularly among young people, is another critical issue in Morocco. The lack of employment opportunities, coupled with limited access to quality education and training, has left many young Moroccans feeling marginalized from society. This sense of exclusion can lead to a range of negative outcomes, including social unrest and increased migration among youth seeking better opportunities abroad. When it is thought that, the poverty is exists in the rural communities and the large proportion of the population live **in precarious situations due to lack of access to basic services such as clean water, sanitation, health care or education;** the young people are willing to find better prospects in bigger cities or abroad to increase their quality of life. Therefore, the pull factors from the rural areas concerning to the migration is highly problematic.

Poverty and unemployment rates vary significantly between Morocco's regions. Rural areas, particularly in the interior and southern parts of the country, tend to have higher poverty rates and lower access to economic opportunities compared to urban centers. Unemployment is also more prevalent in these regions, especially among youth and women, who face limited job

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[50] Ouakil Hicham & Lechheb Houda & Jouilil Youness, 2019. "Impact Assessment of RAMed Medical Health Insurance on Access to Healthcare Using Instrumental Approach," Business and Economic Research, Macrothink Institute, vol. 9(3), pages 150-164, September.

[51] Arab Barometer. (2022). Arab Barometer VII: Morocco Report. https://www.arabbarometer.org/wp-content/uploads/ABVII_Morocco_Report-ENG.pdf

[52] OECD (2023), Agro-food Jobs for Youth in Egypt, Morocco and Tunisia, OECD Publishing, Paris, https://doi.org/10.1787/0c82d2e9-en.

prospects outside of agriculture.[52] The government's efforts to address regional disparities include targeted development programs and investment in rural infrastructure. However, these measures have not been sufficient to close the gap between urban and rural areas. Regional disparities continue to pose significant challenges to Morocco's overall development and contribute to social tensions between the people from different regions and polarizes the overall society. Therefore, there is a need to tackle with this polarization as well as to deal with the social tension between the regions derived from solely economical causes.

Another significant social issue in Morocco is the high rate of emigration, particularly among educated young people. The lack of employment opportunities and social mobility in Morocco has led many young Moroccans to seek better prospects abroad, often migrating to Europe or the Gulf states. This phenomenon, commonly referred to as brain drain, deprives Morocco of much-needed talent and hinders the challenges of economic development. In recent years, the government has attempted to address the issue by creating more opportunities for youth through entrepreneurship programs, vocational training, and job creation initiatives. However, these efforts have been met with mixed success, and many young Moroccans continue to see emigration as their best option for a better future[53].

In terms of gender inequalities, Morocco is 136th country among 146 countries in the world according to Global Gender Gap Index 2023.[54] However, it continues its progressive road through the legal reforms such as Family Code (*Moudawana*) in 2004, which aimed to promote gender equality in marriage, divorce, and child custody and Morocco's 2011 constitution enshrined gender equality as a fundamental right, guaranteeing equal rights for men and women in political, social, and economic spheres. However, while these reforms are progressive on paper, their practice is not internalised by the society. As the rural areas are dominantly based on cultural norms, many women, especially in rural regions, continue to face barriers in accessing legal recourse and exercising their rights due to social pressures and limited awareness of legal protections. There is a huge need on creating legal awareness among the women to promote the gender equality and better life prospects for the women in the country.

Education is a key area where gender inequality persists in Morocco. In urban areas, female literacy rates and school enrollment have improved significantly, but rural women and girls still face considerable barriers to education. High dropout rates among rural girls are often attributed to socio-cultural factors, such as early marriage, traditional gender roles, and the perceived lack of value in educating. **Labor force participation is another critical area of concern. Women in Morocco, particularly in rural regions, are significantly underrepresented in the labor market.** In 2017, the female labor force participation rate stood at only 26.76%, compared to 78.84% for men. Many women are confined to low-paying, informal jobs, such as domestic work or agriculture, where they lack social protections and job security[53].

Gender disparities are particularly pronounced in rural Morocco, where women face compounded challenges due to poverty, lack of education, and traditional gender roles. **Rural women are often excluded from formal employment opportunities and are more likely to engage in unpaid labor within the household or agricultural sector**. Additionally, rural women have limited access to healthcare, legal services, and education, further entrenching their marginalization.

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[53] Arab Barometer. (2022). Arab Barometer VII: Morocco Report. https://www.arabbarometer.org/wp-content/uploads/ABVII_Morocco_Report-ENG.pdf

[54] Sahnouni, M. (2023). Global Gender Gap Index: Morocco ranks 136th, highlighting persisting inequality. *Morocco World News*. Retrieved from https://www.moroccoworldnews.com

Efforts to promote gender equality in rural areas have included initiatives to improve access to education and vocational training for women and girls, as well as programs aimed at promoting female entrepreneurship. However, these efforts have yet to fully address the deep-rooted cultural and structural barriers that limit rural women's participation in economic and social life. It is important to highlight that the social change is required through the norm deconstruction prior to the promoting the women's entrepeneurship in the communities.

Regional disparities in Morocco are stark, with a significant divide between urban and rural areas in terms of economic development, access to services, and living standards. While cities such as Casablanca, Rabat, and Marrakesh have experienced substantial growth and modernization, many rural regions, particularly in the interior and southern parts of the country, continue to lag behind.Morocco's economic development has been concentrated along the Atlantic coastal cities, where most of the country's industrial and service sectors are based. In contrast, rural areas, particularly in the Atlas Mountains and southern regions, rely heavily on agriculture, which is vulnerable to environmental factors such as drought and climate change. **The economic opportunities in rural areas are limited, and many regions suffer from high levels of poverty, unemployment, and inadequate infrastructure. More than 40% of the young people plans to move abroad, the internal migration is an another contiuning issue in the Moroccan youth scene.**

The uneven distribution of infrastructure and public services is a key factor contributing to regional disparities in Morocco. Urban areas are equipped with modern transportation systems, healthcare facilities, schools, and utilities, while many rural areas lack basic infrastructure. In some rural regions, access to clean water, electricity, and healthcare services is still limited, and road networks are often poorly developed, making it difficult for residents to access essential services. Education and healthcare systems in rural areas are particularly underdeveloped. Many rural schools suffer from a lack of qualified teachers, insufficient materials, and inadequate facilities. As a result, **educational outcomes in rural areas are far worse than in urban centers, with high dropout rates and lower literacy levels.**

In conclusion, Morocco faces a complex set of socio-economic challenges despite its progress in recent years. The country has seen growth in key sectors and urbanization, but issues like high unemployment, particularly among youth and women, remain significant hurdles. Economic disparities between regions, especially between urban and rural areas, have contributed to unequal access to opportunities, services, and resources. These regional differences, coupled with the increasing pressures of urbanization, have led to overcrowded living conditions and limited access to basic necessities for many, particularly in informal settlements**. Addressing these challenges will require more than just top-down solutions, young people must be given an active role in shaping the country's future through market-based interventions.**

Young people represent a dynamic and resourceful demographic with the potential to lead transformative change. They can actively contribute to solving these issues by taking part in community-led initiatives, starting entrepreneurial ventures, and advocating for equitable policies. By focusing on local solutions, young people can address the challenges faced by their communities, whether in urban or rural settings. In addition to that, we believe young people can promote the issues to create awareness in the communities while initiating a change in their surroundings. From this point, we believe that Give a Chance Programme provides a space and tools for the young people to do so and create a systematic change in their communities.

TUNISIA

Tunisia underwent a dramatic political shift following the Jasmine Revolution of 2011, which ignited the broader Arab Spring. Despite significant progress toward democratic governance, Tunisia continues to tackle with deep-rooted socio-economic challenges. **The country's economic issues are compounded by regional disparities, high unemployment rates, and political instability.** This delicate balance between political reform and economic development remains at the core of Tunisia's transition to democracy.

The Tunisian **revolution was driven by widespread dissatisfaction with poverty, inequality, and unemployment, particularly among young people.** However, over a decade later, many of these challenges remain unresolved, leading to a sense of frustration among the people. The country's youth, in particular, **face significant barriers to economic participation, with a large proportion classified as NEETs (not in education, employment, or training).** Moreover, the COVID-19 pandemic has further deepened these economic and social inequalities, leading to significant issues in employment, education, and public services.

Tunisia's economic situation is closely linked to global and regional trends, with industries such as tourism and agriculture playing a pivotal role in its economic structure. However, these sectors have been severely impacted by both domestic and international shocks. Regional disparities, particularly between the coastal regions and the interior and southern regions, highlight significant inequalities in terms of economic opportunities and infrastructure development. While Tunisia's coastal areas such as Sfax and Tunis; have enjoyed more investment and development, the interior regions continue to lag, contributing to heightened social tensions and a sense of marginalization. In this section, we try to highlight the challenges of Tunusia by focusing on the inequalities, regional disparities and gender equality issues which are the core issues seen by the communities that we work with.

The Tunisian economy has been facing significant structural challenges since the revolution. **Despite initial hopes for economic revitalization post-2011, the economy remains mired in stagnation, with slow growth and rising unemployment.** According to the Arab Barometer report, Tunisia's economic conditions have been a major source of discontent among citizens, with only 14% rating the economy as "good" in a recent survey.[55] A significant factor in this economic situation is the deepened regional disparity between the coastal regions, which have benefitted from development, and the interior and southern regions, which remain underdeveloped.

Unemployment remains one of Tunisia's most pressing challenges. The national unemployment rate was recorded at 18.4% in 2021.[56] However, this figure does not illusrate the full extent of the problem, especially when considering the youth unemployment crisis. Youth, particularly those classified as NEETs, represent a substantial portion of the unemployed population. In rural Tunisia, one in three young men and half of young women are NEETs.

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[55] Arab Barometer. (2024). Arab Barometer VIII: Tunusia Report. https://www.arabbarometer.org/wp-content/uploads/ABVIII_Tunisia_Report.pdf
[56] Challenge Fund for Youth Employment. (2022). *Tunusia Scoping Report*. Retrieved from https://fundforyouthemployment.nl/wp-content/uploads/2022/02/Scoping-Report-Tunisia-2022-Challenge-Fund-for-Youth-Employment.pdf

The rate of youth unemployment is even more pronounced in the southern and interior regions, where economic opportunities are scarce, and migration to urban areas becomes one of the few viable options.[57] Despite relatively high levels of educational attainment, many young Tunisians struggle to find work. The youth unemployment rate in Tunisia is among the highest in the region, with one in three young people unemployed. This issue is particularly problematic in rural areas, where opportunities are even more limited, and many young people are forced to migrate to urban centers or even abroad in search of work. **The lack of job opportunities has led to widespread social discontent, with many young people feeling marginalized and excluded from the economic and social life of the country.**[58]

The problem of unemployment is closely linked to other social issues, such as poverty and inequality. Many families in Tunisia continue to live in poverty, particularly in the interior and southern regions, where economic opportunities are extremely limited. **The lack of access to quality education and healthcare in these regions further deepens the cycle of poverty, as children from poor families are less likely to receive the education and support they need to escape poverty.** Additionally, the informal economy, which provides a livelihood for a significant portion of the population, often traps workers in low-paying, insecure jobs with little hope of upward mobility. The upward mobility is often a dream for the Tunisian young people due to lack of welfare mechanisms from education to health which keeps them in the cycle of poverty.

Social exclusion is another significant issue in Tunisia, particularly for marginalized groups such as women, rural populations, and the youth. Many young people, particularly those from disadvantaged backgrounds, feel excluded from political and economic life and have little faith in the ability of the government to address their concerns.[59] This sense of exclusion has been a key factor driving social unrest in Tunisia, with protests and strikes becoming increasingly common as citizens demand greater social and economic justice.

In addition to economic and social exclusion, Tunisia also faces significant challenges related to housing and infrastructure. Many Tunisians, particularly those living in informal settlements or rural areas, lack access to adequate housing, clean water, and sanitation. Informal housing is widespread in urban areas, particularly in the outskirts of cities like Tunis, where rapid urbanization has outpaced the development of infrastructure and services. These areas are often characterized by overcrowded, poorly constructed housing and a lack of basic services such as electricity, clean water, and sanitation. The poor living conditions in these areas contribute to health problems and further exacerbate social inequalities.

The economic situation for women is particularly dire in the southern and interior regions, where job opportunities are scarce and social services are limited. Women in these areas are often confined to informal, low-paid jobs, such as agricultural labor or domestic work, which offer little job security or legal protection. **Furthermore, women are often excluded from decision-making roles both in the household and in the public sphere.** Although Tunisia's legal

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[57] *Tunisia - Breaking the barriers to youth inclusion (English).* Washington, D.C. : World Bank Group.http://documents.worldbank.org/curated/en/753151468312307987/Tunisia-Breaking-the-barriers-to-youth-inclusion

[58] Challenge Fund for Youth Employment. (2022). *Tunusia Scoping Report*. Retrieved from https://fundforyouthemployment.nl/wp-content/uploads/2022/02/Scoping-Report-Tunisia-2022-Challenge-Fund-for-Youth-Employment.pdf

[59] Jmal, N., & Lakhal, M. (2024). *Tunisian youth perceptions of authoritarian restoration: Withering support to democracy*. Retrieved from https://s3.eu-central-1.amazonaws.com/storage.arab-reform.net/ari/2024/04/11110411/2024-06-EN-Tunisian-Youth-Perceptions-of-Authoritarian-Restoration-Withering-Support-to-Democracy-.pdf

framework supports gender equality, traditional social norms still dictate that men hold the primary decision-making power, both at home and in the workplace.[60]

Additionally, there is a growing **mismatch between the skills that the education system provides and the needs of the labor market**.[61] Many young people, particularly university graduates, struggle to find employment because their qualifications do not align with the demands of employers. This has led to **widespread dissatisfaction among educated youth, who feel that their degrees have not translated into economic opportunities**. The education system in Tunisia is thus not only a place for increasing the skills for young people, but it is a place where the inequalities are fueled while social discontent is increased. As, it fails to provide young people with the tools they need to improve their economic circumstances.

Regional disparities are a crucial component of Tunisia's economic situation. The coastal regions have historically received more investment and development, contributing to a concentration of economic activities such as tourism, industry, and services in these areas[62]. In contrast, the interior and southern regions suffer from a lack of infrastructure, investment, and job opportunities. These disparities have contributed to social unrest, with people in marginalized areas feeling left behind by national development policies as the main funding has been always focused to the coastal regions in comparison to the local regions.

The agriculture sector, particularly in the interior and southern regions, remains as the important driver economy in these regions but underdeveloped. Many young people in these regions are employed in informal agricultural work, which offers little job security and no social protections. The agro-food sector has been identified as a potential driver of youth employment, with the OECD recommending targeted investment in this area to create more stable job opportunities. However, to fully capitalize on this potential, significant reforms are needed, including better access to training, finance, and market opportunities for young workers in the sector.

Tunisia's reliance on sectors such as tourism and manufacturing has made its economy particularly vulnerable to external shocks. Especially when the Covid-19 pandemic started, these sectors received the biggest shoch leading to the big wave of layouts and impact on the economic growth. Due to lack of tourism which was hit hard by the Covid-19 pandemic, the people whose main resource of income was tourism, left unemployed or working in precarious situations. This situation deepened the already existing inequalities in the country and worsened the economic challenges.

A crucial issue in Tunisia's economic and education landscape is the mismatch between education and labor market needs, which has created spill-over effect on the unemployment crisis, particularly among youth. Tunisia has a relatively high level of educational attainment compared to other countries in the region, yet this has not translated into employment opportunities for many graduates. Instead, a significant portion of young people,

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[60] OECD (2024), "The impact of the COVID-19 pandemic on women's economic vulnerabilities in the MENA: Synthesis report and focus on Egypt, Jordan, Morocco and Tunisia", *OECD Development Policy Papers*, No. 54, OECD Publishing, Paris, https://doi.org/10.1787/04420ab6-en.

[61] Challenge Fund for Youth Employment. (2022). *Tunusia Scoping Report*. Retrieved from https://fundforyouthemployment.nl/wp-content/uploads/2022/02/Scoping-Report-Tunisia-2022-Challenge-Fund-for-Youth-Employment.pdf

[62] *Tunisia - Breaking the barriers to youth inclusion (English).* Washington, D.C. : World Bank Group.http://documents.worldbank.org/curated/en/753151468312307987/Tunisia-Breaking-the-barriers-to-youth-inclusion

particularly those with university degrees, find themselves unemployed or forced into precarious, informal jobs. The education system has been criticized for failing to provide the skills necessary to meet the demands of the labor market, especially in sectors like technology, where job opportunities are growing.[63]

The inability of the economy to absorb the growing labor force, particularly in regions outside of the major urban centers, has resulted in a large number of unemployed young people. Many of these young people are left with few choices but to seek work abroad or in the informal sector, where jobs are often low-paid, insecure, and devoid of social protections. The **informal economy in Tunisia is substantial,** and while it provides a livelihood for a significant portion of the population, it also **deepens economic vulnerabilities, particularly for young people and women.**

One of the key obstacles to job creation in Tunisia is the business environment, which remains challenging despite efforts at reform. Bureaucratic red tape, complex regulatory frameworks, and limited access to finance are some of the barriers that hinder both the creation of new businesses and the expansion of existing ones.[63] This is particularly true for small and medium enterprises (SMEs), which have significant potential to drive job creation but are often stymied by these structural barriers. **Young entrepreneurs, especially those outside the capital, struggle to access the resources they need to start and grow businesses, including financing, mentorship, and markets.**

Tunisia's inequality problem is fueled by the regional, economic and social disparities due to the divided communities within the country. One of the most significant aspects of inequality is the huge contrast between the coastal and interior regions. The coastal regions, which include cities such as Tunis, Sousse, and Sfax, have benefited disproportionately from economic development and infrastructure investments. These areas have enjoyed better access to services, employment opportunities, and higher standards of living.[64] In contrast, the interior and southern regions, such as Kairouan, Gafsa, and Tataouine, face significant underdevelopment, with limited infrastructure, fewer job opportunities, and higher levels of poverty. **This regional inequality has been a major source of social unrest and was a driving factor in the 2011 Jasmine Revolution[64].**

The impact of these regional disparities is especially felt in terms of employment. Youth unemployment is significantly higher in the interior and southern regions compared to the coastal areas. According to reports, one in three young men in rural Tunisia, and even more in the southern regions, are classified as NEETs. **The unemployment rates for young women in these regions are even more staggering, with more than 50% of young women in rural areas being NEETs**. This lack of opportunity has led to a mass exodus of young people from rural areas, as they migrate to urban centers or even abroad in search of better opportunities. However, migration often exacerbates existing inequalities, as urban areas become overburdened by the influx of young people, leading to increased competition for less jobs and resources. It results with **huge urban poverty. Poverty is prevalent in the outskirts of cities, where informal housing and inadequate public services are common**. These informal settlements are often home to marginalized groups who lack access to proper healthcare, education, and employment

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[63] Challenge Fund for Youth Employment. (2022). *Tunusia Scoping Report*. Retrieved from https://fundforyouthemployment.nl/wp-content/uploads/2022/02/Scoping-Report-Tunisia-2022-Challenge-Fund-for-Youth-Employment.pdf

[64] UNDP. (2013). *UNDP Results - Tunusia*. https://www.undp.org/sites/g/files/zskgke326/files/publications/Results-Tunisia-3March2013-E.pdf

opportunities. Informal economy, while providing a livelihood for many, perpetuates economic instability and social exclusion, particularly for women and youth. **Workers in the informal sector often face poor working conditions, with no job security, social protections, or opportunities for advancement.**[65]

Regional inequalities are also reflected in access to healthcare. While urban areas, particularly in the coastal regions, have relatively well-developed healthcare infrastructure, rural areas are often underserved. Hospitals and clinics in the interior regions are often underfunded and lack essential medical equipment and personnel. This has led to significant disparities in health outcomes, with rural populations experiencing higher rates of illness and mortality. The pandemic has highlighted these disparities, as rural areas have struggled to cope with the increased demand for healthcare services.

Political exclusion is one of the most critical aspects of inequality in Tunisia, particularly for the country's youth. **Despite the role that young people played in the Jasmine Revolution and the subsequent democratic transition, many feel disillusioned and excluded from the political system.** According to recent research, Tunisia's youth feel that they lack meaningful avenues to influence political decisions, with many perceiving the government as unresponsive to their needs and concerns. This sense of disenfranchisement is particularly deepened in the interior and southern regions, where political participation is even lower compared to the coastal areas.[66]

In this context, informal political participation, such as protests, strikes, and social media activism, has become a more common form of expression for Tunisia's youth. Social movements, particularly those that emerged in the wake of the revolution, have provided a platform for young people to voice their grievances and demand change. However, these movements have often struggled to translate their demands into lasting political influence, as the formal political system remains largely closed to new actors and ideas.

Gender-based violence also remains a pervasive issue in Tunisia, particularly in rural areas where women have limited access to legal and social protections. The pandemic has exacerbated this problem, as lockdown measures and economic stress have led to an increase in domestic violence cases. Women in rural and underserved regions face additional barriers to reporting violence or seeking support due to the lack of services and fear of social stigma[67].

Education, another key area where inequalities reflects regional and gender disparities. While Tunisia has made significant progress in improving access to education, particularly for women, the quality of education remains uneven across the country. Schools in rural and underserved regions are often underfunded and lack the necessary resources, which impacts the quality of education that students receive. This is particularly concerning given the importance of education in providing young people with the skills and opportunities they need to succeed in the labor market.

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[65] *Tunisia - Breaking the barriers to youth inclusion (English).* Washington, D.C. : World Bank Group.http://documents.worldbank.org/curated/en/753151468312307987/Tunisia-Breaking-the-barriers-to-youth-inclusion

[66] Jmal, N., & Lakhal, M. (2024). *Tunisian youth perceptions of authoritarian restoration: Withering support to democracy*. https://s3.eu-central-1.amazonaws.com/storage.arab-reform.net/ari/2024/04/11110411/2024-06-EN-Tunisian-Youth-Perceptions-of-Authoritarian-Restoration-Withering-Support-to-Democracy-.pdf

[67] OECD (2024), "The impact of the COVID-19 pandemic on women's economic vulnerabilities in the MENA: Synthesis report and focus on Egypt, Jordan, Morocco and Tunisia", *OECD Development Policy Papers*, No. 54, OECD Publishing, Paris, https://doi.org/10.1787/04420ab6-en.

Furthermore, Tunisia's social challenges are compounded by a lack of trust in public institutions. Many Tunisians, particularly the youth, have lost faith in the ability of the government to deliver on its promises of social and economic reform. This has led to widespread disillusionment with the political process and a growing sense of apathy among the population. According to recent surveys, a significant portion of the population does not believe that voting or participating in politics will lead to meaningful change. **This lack of political engagement further undermines efforts to address Tunisia's social problems, as young people feel disconnected from the decision-making process[68].**

Another significant social problem in Tunisia is the issue of corruption. Corruption is widespread in both the public and private sectors and is seen as one of the major obstacles to economic development and social justice in the country. Many Tunisians believe that corruption is deeply embedded in the political system, with elites using their positions of power to enrich themselves at the expense of the broader population. This perception of corruption has eroded trust in public institutions and contributed to the widespread sense of disillusionment and social frustration.[69] The issue of migration is also a significant social challenge in Tunisia. Many young Tunisians, frustrated by the lack of economic opportunities and social mobility, see migration as their only option for a better future. This has led to a **significant brain drain, with many of the country's most educated and skilled workers leaving for Europe or the Gulf countries in search of better opportunities.** In addition to that, the loss of skilled workers poses a significant challenge to Tunisia's long-term development.

Tunisia's journey post-2011 Jasmine Revolution reflects both the progress and the challenges inherent in the process of democratic transition. **While the revolution was a symbol of hope, driven by a collective desire to overcome inequality, poverty, and unemployment, many of these issues persist more than a decade later.** Deep-rooted socio-economic disparities, especially between the coastal and interior regions, continue to hinder the country's development. The coastal regions, home to cities like Tunis and Sfax, have flourished with better infrastructure and more investments, while the interior and southern regions lag behind, suffering from poor access to education, healthcare, and employment opportunities. This regional divide has resulted in heightened social tensions, with many Tunisians in underdeveloped areas feeling marginalized and excluded from national progress. Furthermore, the country's youth face significant barriers to economic participation, with many classified as NEETs and disillusioned by the lack of opportunities, leading to increasing levels of migration in search of better prospects abroad.

Additionally, gender inequality remains a pervasive issue in Tunisia, despite its relatively progressive legal framework. Women, particularly in rural areas, face significant barriers to economic and political participation, often confined to low-paying informal jobs or excluded from decision-making processes in both public and private spheres. Traditional gender norms and limited access to legal protections further exacerbate these challenges, especially in the context of gender-based violence, which has worsened during the COVID-19 pandemic. Therefore, the need behind developing entrepreneurial project to address these issues is prevalent and necessary which Give a Chance provides means and tools for young people to tackle with these challenges.

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[68] Jmal, N., & Lakhal, M. (2024). *Tunisian youth perceptions of authoritarian restoration: Withering support to democracy*. Retrieved from https://s3.eu-central-1.amazonaws.com/storage.arab-reform.net/ari/2024/04/11110411/2024-06-EN-Tunisian-Youth-Perceptions-of-Authoritarian-Restoration-Withering-Support-to-Democracy-.pdf

[69] Arab Barometer. (2024). Arab Barometer VIII: Tunusia Report.

REPORTING

During the mentoring process, we expect mentors to develop several reports and provide informal information to coordination concerning to the implementation of the participants' projects. In addition to that, we request reports from the project teams to provide your mentoring process information and your relationship with them to ensure that the feedback has a loop as well as as coordination, we can be aware about the issues which are ongoing.

We know that reporting is an additional burden for them and for you. However, without effective reporting, as coordination, we do not have means to track their progress, identify challenges or document the success of the projects. In this section, we have provided information about reporting procedures and the process of reporting within the program.

We expect mentors to provide reports on the initiation and the final process. The aim of these reports are :

O.MRP-1) To give an overview about the mentees progress
O.MRP-2) To support the reflection and evaluation of the mentoring process
O.MRP-3) To guarantee the information flow between the participants and coordination team
O.MRP-4) To give advice and hints for improvement of the overall programme and online module
O.MRP-5) To be the basis for monitoring and documentation of the program

These general reports (initiation, interim and final) are developed to understand the overall progress of the mentees and your support for them. That report format can be found in Annex – 4 : Mentor Reports on The Project of Mentees.

Second reporting form is continuous reporting tool, after 1st of November 2024, we expect you to have at least a talk for 2 times in a month with the mentees on the projects. During this process, we expect you to provide notes in an informal format through the online system about the date of their talk and the content in short format. This will be used to understand the participants' issues and make us able to see the changes on the participants in constructive manner. The format of these reports can be found in **Annex – 5 : Mentor Feedback Form**. This reporting tool will be done through the **Mentor Space in Virtual Module.** That is only accessible by the coordination and the other mentors and the answers can only be seen by the coordination team.

Reporting Deadlines for the initial, mid-term and final reporting for Mentor Reports and Project Reports are as follows :

1) **Mentor reports on projects**
   a. Initial report : 15th of November
   b. Mid-Term report : 1st of February
   c. Final report : 1st of May
2) **Progress Reports :** These reports can be uniform and should be provided time to time. We expect that each month from 1st of November until 1st of May, there is one report developed for the purpose of documenting the progresses of young people.

There is one another monitoring and evaluation tool that we use as "Procurement Tool" which you should not fill but approve the content of the forms that are submitted for payment or reimbursement of the expenses by the participants. The coordination will follow-up these forms to check the expenses are eligible or not and understand the overall context of the projects' expenses made by the participants and initiate the payment procedures.

RULES OF THE PROGRAMME

Mentors must guide participants according to the rules of the program to ensure that all activities are aligned with organizational goals, legal requirements, and ethical standards. We have defined the following rules concerning to the deadlines, the ethical standards, the responsibilities of mentors and participants within the programme.

Rule 1 : Give a Chance is EU Funded Programme.

Co-funded by the European Union

Give a Chance is funded by European Union under Erasmus+ Youth Capacity Building in the field of Youth Programme. Therefore, all the procedures should align with the European Union and Erasmus+ Programme's objectives, values and practices. As the program coordination is adhere to these rules, you as mentors and project teams are adhere too. You should keep on eye on the practices of project teams as mentors to ensure that they adhere these rules and in case of deviation from the rules, you should inform the coordination team in the country.

Rule 2: The project teams are not allowed engage with or support any entities that discriminate, promote violence or hate, endorse illegal actions, or spread false information.

During the implementation of the projects; the project teams are not allowed to :

- Engage with or support institutions, activists, and activities that discriminate based on gender, race, color, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age, sexual orientation, gender identity, gender expression, or characteristics, as defined in the Universal Declaration of Human Rights and all other international agreements signed by the EU.
- Promote, support, or depict violence and hate.
- Encourage or support sexual exploitation, abuse, or harassment.
- Express direct or indirect support or sympathy for actions, organizations, or groups deemed illegal by the EU.
- Express or offer support to a specific political party or candidate.
- Intentionally produce or spread false, misleading, or defamatory claims and/or information.

Rule 3: Give a Chance is not a cascade funding programme.

Give a Chance would not and cannot provide direct financial support to the project teams. Give a Chance support to the program participants *i.e. project teams* through in-kind contributions instead of cash transfers. Give a Chance consortium members directly pay to the suppliers for goods and services fall within the eligible expenses listed below. Give a Chance offers support to the beneficiaries to tackle with the informality of their project groups and provide space and in-kind support *if necessary and possible expert on the implementation of the activities.*

However, Give a Chance do not cover expenses such as salary payments or administrative expenses. The projects of the participants are voluntary projects which are expected to create a revenue. In case of creation of the revenue or additional funding, the visibility of Give a Chance Programme and EU-funding should be permanent. The visibility materials developed within the project should support are subject to EU Visibility Guidelines and are protected under Open Resource License.

Rule 4: The project should start at latest 1ˢᵗ of October 2024 and finalise 1ˢᵗ of May 2025.

The projects should start at latest 1ˢᵗ of October 2024 and finalise in 1ˢᵗ of May 2025 and can be at any duration between these timelines.

The reporting deadline is put in place as 1ˢᵗ of May for the project teams to present their final reports. In case of delay of the start or the finalisation date of the actions, the coordination team should be informed immediately for the possible actions to tackle with the issues of the delay to prevent risks.

Rule 5: The procurements should not be done without prior approval of mentors and/or coordination according to the eligibility rules that are defined.

Give a Chance have two modalities for the purchases of the in-kind support of the activities *ex-ante by providing of the invoice and payment to the vendor* or *ex-post by provision of the invoice and payment to the project team against to the expense occurred.*

In both cases, the prior approval of mentors and coordination is a must. We agree that, due to informal economy in the participating countries, there might be issues to receive invoices or documents for the implementation of activities with small amounts. **In this cases, the organizations involved would provide project teams with "Expense Note", where the expense can be considered as eligible for both tax purposes and reporting purposes.**

List of eligible expenses :

Eligible Costs	
1	Short - Term Rental of Equipment
2	Short - Term Rental of Places
3	Stationery Materials
4	Materials for Activities
5	Services that cannot be acquired within involving people voluntarily
6	Web services
7	Buying small equipment not higher than 200 EURs
8	Transportation costs
9	Fuel Costs up to 100 EURs per project
10	Meals for the activities
11	Coffee Breaks for the Activities
12	Publication Costs
13	Design Costs for materials
14	Online Platform Costs

There are two rules to follow while making purchases :

- All of these costs are considered as eligible costs, though, they are actual costs. The participants might write higher budget but if the amount is less, they will be provided less.

- The costs can be provided either providing the amount directly to the supplier by the organisation or giving a reimbursement of the cost after the purchase by the participants.

List of ineligible expenses :

	Ineligible Costs*
1	Wage / Salaries / Honorariums for members of the group
2	Services for every activity
3	Equipments over 500 EURs
4	Costs of mobile communication
5	Accomodation Costs
6	Transportation costs between cities or countries
7	Financial aid to third parties for participation to activities
8	Attandence fees to any event
9	Purchase or rental of standard office equipment (computer, printer , phone, laptop, tablet etc.)
10	Software or Application Purchase
11	Gifts; alcohol; restaurant bills or hospitality costs
12	Taxi Fees
13	Meals solely for the project team
14	Fines / Penalties

These costs are listed are not limited to be considered as ineligible, thus, the requirement of the approval lays down on the coordination team and you as mentors. So you should follow-up on the expenses of participants as much as possible during the implementation period.

In case of match-funding, the projects can cover the costs which are considered as "Ineligible" in the program with the match funding. At any circumstance, Give a Chance Program is not allowed to cover such costs within the program.

For the provision of the invoices, all of the invoices should be provided to the organizations with their name, VAT Number and addresses in the invoice with the detailed explanation of the service and the amount of the service. **In case that the purchases are over 200 EURs, the bank transfer is compulsory for the purchase of the goods or services. Therefore, the reimbursement option is not available for the goods or services above 200 EURs.**

We suggest participants (not a must) to do market research prior to purchase of the goods or services to ensure that the projects can be cost-effective and efficient. Therefore, we kindly request you as mentors to follow-up this process with the participants to ensure that they have received the good and services according to best value for money principle.

Rule 6: In case of issues concerning to the implementation of the activities, mentors and project teams should directly inform the coordination teams in the country.

The project teams should inform the coordination teams in case of an issue concerning to the implementation of the activities as soon as possible. The mentors should provide support and guidance throughout these processes though, in case that the coordination might provide a better, swift and easier solution to facilitate the process, that should be taken the road for the success of the projects.

Rule 7 : Communication, Visibility and Dissemination materials should be in line with the programs CVDP Guideline.

Give a Chance Programme is adhere to the EU Visibility Rules. During both training activities, CVDP guideline was shared with the participants. As coordination, we expect the project teams to adhere these rules while developing their visibility materials. As mentor your role is to follow-up these procedure and get an approval for the final visibility and dissemination materials of the project teams that you are responsible of and provide the CVDP guideline with the materials to the participants.

You can reach out the CVDP guidelines from here : https://bit.ly/visibility-give-a-chance

The visibility guideline and the logos of the organizations and EU Funding in separate languages can be accessed from the link. The usage of the EU logo and the organisation logos with Give a Chance Programme Logo is provided in the CVDP guideline.

We emphasize again, for the usage of photos, you should get consent at any circumstance according to the guidance provided above in visibility section.

Rule 8 : In case of need of a change in the overall project, first work with the project teams to ensure that there is no other way, than inform the coordination of a request of change.

Give a Chance Programme offers full flexibility concerning the activities, target groups and budget restrictions for changing the content. However, these changes are subject to the prior approval of the coordination for the eligibility to the project to the program as well as the changes should be reflected to the new application form and new contract should be signed.

The overall project change can only be done once through the overall program cycle in first two months of the projects. However, the budget and upscaling or downscaling of the project target groups and activities can be done if it is needed with prior formal approval of the coordination in the country involved.

Rule 9 : For the reporting, interaction and communication, the online platform should be used.

Give a Chance Virtual Module is not only a learning place but for sharing, reporting and communicating the project activities. The virtual module is explained in detailed in the next section of this handbook and each section is provided in detailed how to use for the mentors and for participants.

Therefore, for the communication to be followed from Virtual Module with coordination and mentors (where if possible) for formal requests : changes of the project, the procurements, the evaluation forms and reporting requirements, approvals of the visibility materials and social media content. The rest of the communication can be done through the informal channels or e-mail as it requires swift response or a small issue concerning to the project implementation.

Rule 10 : Each project should gather data for evaluation and reporting purposes.

Local projects are one part of the overall Give a Chance Programme. Therefore, Give a Chance Programme has its own requirements and contractual duties for EU. For that, it is important to create monitoring and evaluation cycle for each project as we have explained before and these data should be stored according to the GDPR Rules.

VIRTUAL MODULE

For the evaluation and monitoring purposes, we have provided you with the credentials of Virtual Module entry for every mentor. We expect that each project group and you use the platform for the reporting, evaluation purposes as well as a space of sharing & interacting and learning from each other. In Virtual Module, the participant section is consisted of 6 parts :

- **Learning Project Management**
- **Procurement**
- **Reporting**
- **Share & Interact**
- **Visibility**
- **Mentor Space (it is only available for mentors)**

Each part is explained below in detailed for the purpose to be used within the program. Your responses in each segment concerning to your projects (Reporting, Procurement, Visibility and Mentor Space) can only be seen by project coordination or mentors. However, the learning project management, Share & Interact sections are for you to inform others and maybe cooperate about your ideas or needs. After you login, the following space should be shown to you. In case, the mentor space do not appear, please let us know so that we can check the issue.
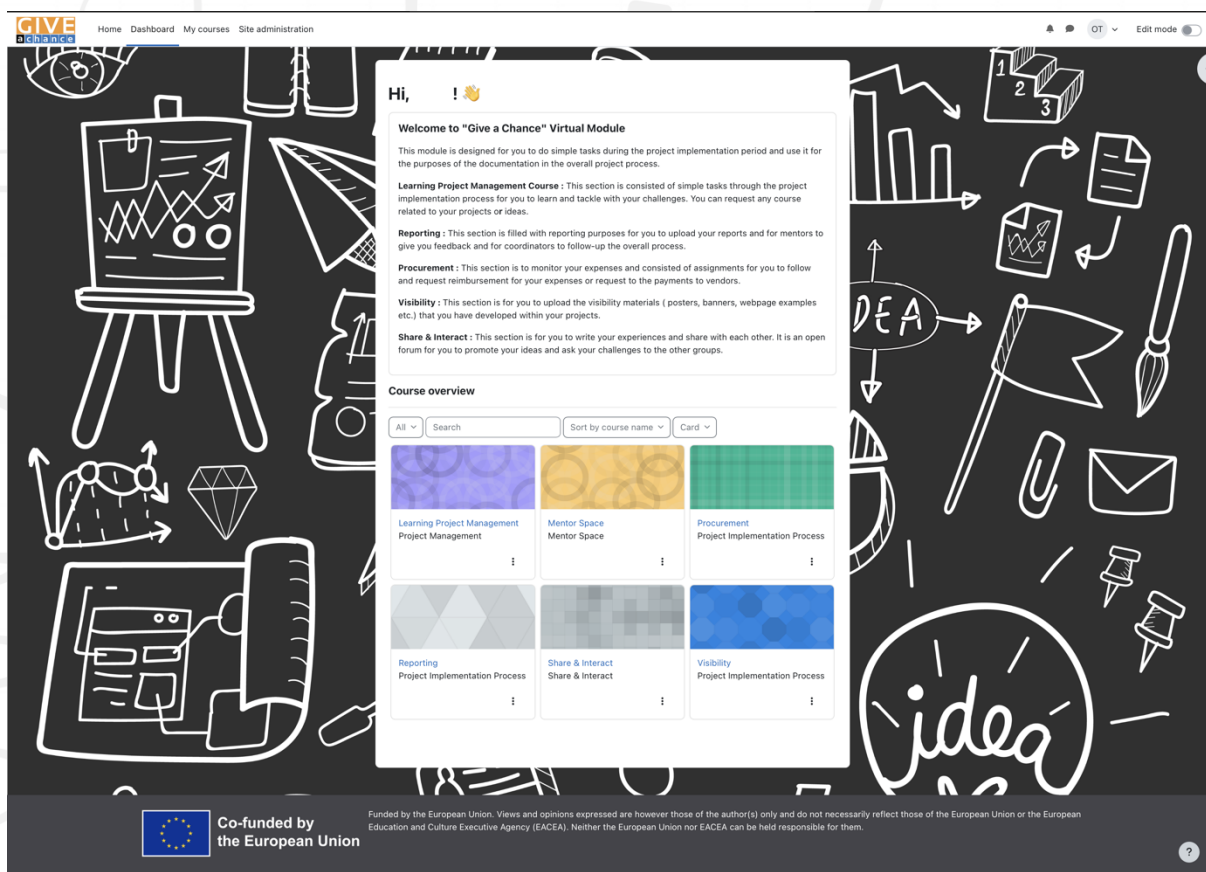
We expect mentors to create course sections under the "Learning Project Management" to boost the learning experience of the participants throughout the project implementation period and keep them engaged through the project implementation period by making posts in WhatsApp group of participants. We have explained in below each space and its usage within the project and how can you check the progress of participants through it.

Learning Project Management

This section is consisted of simple tasks through the project implementation process for participants to learn and tackle with their challenges. They can request any course related to their projects o**r** ideas. In case of request by them, your role is to develop course section within the system.

To do so, you have to login and in the upside of the screen, you will see "**Edit**"
Mode from the right top corner line in the image on right. After enabling "Edit"
Mode, you will encounter with the following screen :
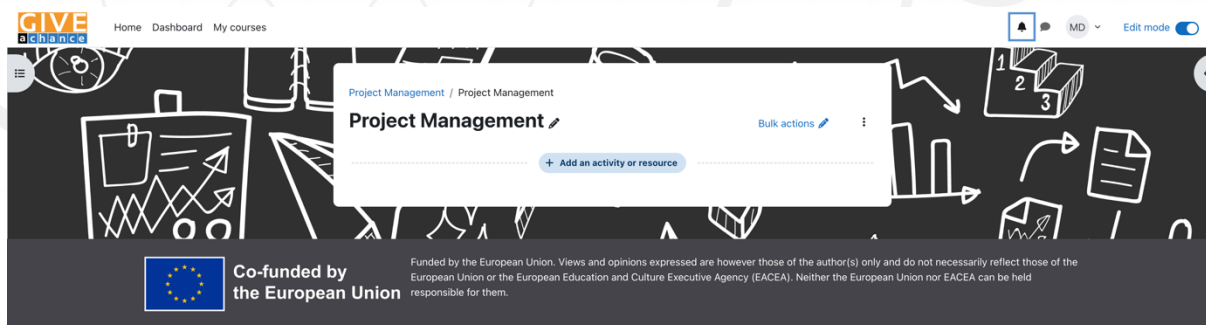
In this segment, you have to click on any course you want to work and create a course. Let's try out to create a course for project management for example.

After entering this section, you are able to create activity for the participants and follow-up their process. Let's say, we want to create an activity concerning a video for the participants to reflect and share their thoughts. When you click on the **"+ Add activity or resource"** button the following screen will show up. In this place, you can choose the type of the activity.
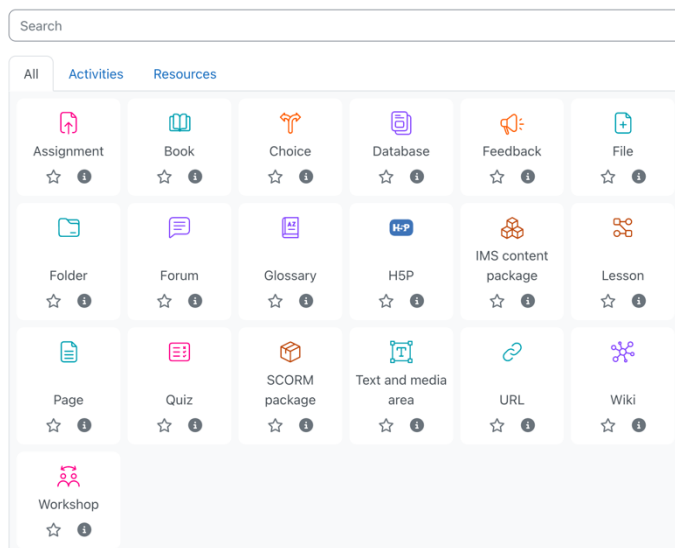
These are activity types that you can do in Moodle, you can be creative and add different activities for participants to engage with each other or make them work on specific topics. But, we will usually use the following :

- **"Assignment"** which enables them to upload files and give comments on specific issues where you can provide them feedback.
- **File** which you can share books, articles or content with participants.
- **Forum** which will enable you to provide them information and share and interact resources together.

Here you can use different examples and tools to implement this, though, we suggest you to ask before doing so from the coordination to help you in case you want to use any other resource. This function is available for you as mentors except than "Mentor Space" which only coordination have an access. Let's return back to example, we want to make participants reflect on a video about "Social Entrepeneurship" and make them engage with each other

concerning their thoughts in "Forum" format, then, you click on **"Forum"** section and the following page opens.

In this page, you can write the **name of your activity** as we have written **"What is a social entrepeneurship for you?"**.

Description as you have to explain the task that the participants should do in detailed as in the picture.

And provide an availability, you can keep it open if you want participants to engage in this topic for a longer period of time or you can finalise it with a cut-off date as in the picture. We put the due date as 1st of October 2024 and the cut-off date of the responses as 15th of November 2024. It means that, the forum will not accept any responses after 15th of November, and the participants should though participants should answer until 1st of October.

You can leave the due date and cut-off date open if you want to leave the topic open for a longer period of time.

The other settings are only for the purposes of advanced settings. You do not need to touch or change any setting to create a course under this segment.

After finalising this section, you should click **"Save and Display"** to see the content, it should show up like below :

By doing so, you have created first course in this process. You can check the participants responses under here and ask them questions or provide feedback on the work they do. In the other sections, we have explained about how to "Grade" though provide feedback to the participants' and project teams work.

During the Kick-Off Training, to introduce the virtual module, we have implemented one of the tasks using the Virtual module under this segment. With Mentor Role in the system you would be able to see the

responses of the participants and provide feedback to them by using the system. With the mentor role, you should be able to see **"View all submissions"** and provide feedback to the participants from the system directly by using the **"Comment"** option. **When you view all the submissions, you are going to view all the submissions of every participant.** In that process, you have to choose your project groups to provide feedback whether in their own language (Spanish, Turkish or Arabic) or in English; you can provide feedback.

We do not use the grading option in the project development section though in reporting and procurement, we will give either 1 (Approved) or 0 (Not Approved) to ensure that the overall process is followed by participants.

The screen should show up like below when you click "View all submissions" :

You can click the comment section and provide your feedback directly to the participant or you can use **"Grade"** option to provide feedback with a grade of the text that they have provided. In this assignment, the submission method was a "Text", however you can use "File"s as Word or PDF to do the same. In that case, Grading will enable you to see the PDF or Word at the same time and provide feedback to the assignment of the participants. **Your role as mentor is to provide them with assignments throughout the project, we expect that each mentor develop at least one**

assignment to increase the competences of participants as well as engage them throughout the project.

Feedback is important to give the participants during the project implementation period as they would require additional support and guidance from you to implement their projects. These tasks might provide them with a place to share their experiences as well as learn from you and increase their capacities.

In Learning Project Management section, we have identified the following sections for you to fill the content :

- **General :** This section is for the content or the topics that is not related with the other sessions and it is connected with the general overview of the Give a Chance Programme.
- **Project Management :** This section is dedicated to the project management issues such as activity development, budgeting, risk management etc. You can provide tasks or engage participants to work together.
- **Social Entrepeneurship :** This section is to provide information about the Social Entrepeneurship practices and inspiring stories about social entrepeneurship. You can create file sections or forums to make participants share information.
- **Design Basics for Visibility Materials :** This section is to provide participants with the design basics on visibility materials and how to use these materials to promote their projects.
- **Monitoring and Evaluation :** This section is to provide information about monitoring and evaluation tools for the participants activities as well as provide information about monitoring and evaluation processes.

As mentor, you should provide participants with tasks throughout their program journey and help them to learn by completing these tasks. In case of technical issues to add course information, please contact with the technical expert from the system (Give A Chance Admin) user and you will receive respond within a day.
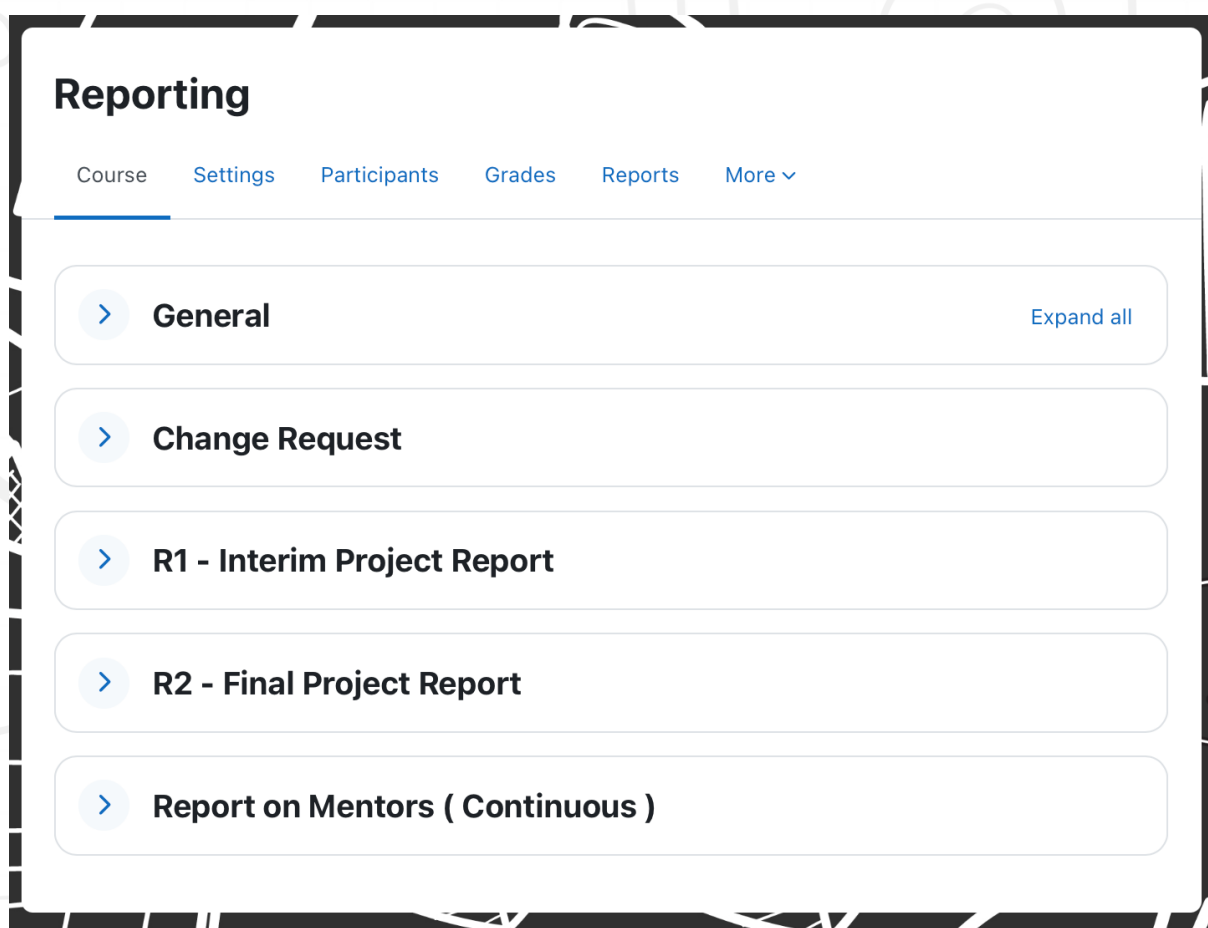
Reporting

This section is filled with reporting purposes for participants to upload their reports and for you as mentors to give you feedback and for coordinators to follow-up the overall process. In this part, there are four separate sections as shown in the image and each section is explained with their functions next.

The due date of each report section is important for participants to submit as :

- **R1 – Interim Report should be presented by 1st of February 2025**
- **R2 – Final Report should be presented by 1st of May 2025**

These reports should be submitted through this platform in the respective assignments. After the submission, the coordination team is informed directly so that, they can review the files according to program rules and in case of any clarification is needed, they can request from you. Your role as mentors to track this process and ensure that the participants uploaded their reports on timely manner as well as they have provided the information required in the reporting section.

In this section, there is a reporting mechanism on the support that you have provided for the participants to give feedback on this. The coordination only have access on this section, thus you would not be able to see the feedback provided but, the feedback will be given you by the coordination after filtering the facts in case of an issue that has to be worked on.

Reporting

Course   Settings   Participants   Grades   Reports   More ⌄

> **General**   Expand all

> **Change Request**

> **R1 - Interim Project Report**

> **R2 - Final Project Report**

> **Report on Mentors (Continuous)**

Change Request: In case project teams want to make a change whether it is about the activities or budget or overall project. **We have asked them to submit this before 1st of February.** The Chance Requests should be approved by you as mentors. **They have to use the template that is already provided in the online system under the change request section with giving the justification of change in text section of the submission.**

R1 - Interim Project Report : This is the interim report about the progress of projects to ensure that the project activities are ongoing and in case of an issue, the coordination and mentors can tackle with the issues. **We have asked them to submit this before 1st of February 2025.**

R2 - Final Project Report : This is the final report about their projects. **They should develop the final reports and submit them before the training in Turkiye with your help. That's why the deadline is put as 1st of May 2025. Before the submission to the system you should request and provide feedback on the forms.**

Report on Mentors (Continuous): This is the feedback form. There are 10 separate attempts that they can sumbit about your talks with them as mentors. It is not compulsory to submit 10, it can be less as it is developed to see the support and guidance that they have received and are already receiving from you as mentors. **Their answers are only visible to coordination team not to you as mentors.**

Under reporting, all of the submission type is File + Text with information on the report. They should check the guidelines under Learning Project Management if you have troubles to upload. If they have troubles on submission, please let the coordination know on timely matter to resolve the issue.

Procurement

This section is developed for participants to request the payment or reimbursement for their projects. In General section, the information on the procurement rules defined in this very handbook provided again and for you to not to overlook and the modality of each request section is explained.

Payment Request section: In this section, the teams can request payment from the organizations for the materials that they require to pay to the vendor of the good or services to be purchased. Below, the screen of the submission for the request is shown.

The payment request is provided for participants to receive the invoice according to the information after the approval of you as mentors concerning to the purchase.

This tool is developed to provide the in-kind support for the projects along with the reimbursement tool and gathering the all expenses of the project for both reporting and tax purposes. It is text + file based submission, they have to upload the scanned or the photo of the invoice along with the information that is requested in the payment request as it can be seen in the image. **There are 10 different submissions is defined for participants to submit these requests. In case it is more, the coordination should be informed to resolve the issue.**

Reimbursement Request section: In this section, the participants can request reimbursement ex-post from the organizations for the **materials that they have already paid. The purchases should be accepted by you as mentors prior to the reimbursement requests.** Below, the screen of the submission for the request is shown.

The reimbursement request is provided for participants to provide the information about the expense and their bank accounts (it should be one of the group members) according to the information after the approval of the mentors concerning to the purchase. Both tools are developed to provide the in-kind support for the projects and gathering the all expenses of the project for both reporting and tax purposes. It is text + file based submission, you have to upload the scanned or the photo of the invoice along with the information that is indicated in the picture and the assignment in the system.

Visibility

In this section, the participants will be able to upload the information concerning to the materials that they have developed in the Visibility Approval section. It will enable you as mentors to approve and deny the materials that they have developed according to the guidelines that are provided in both this handbook as well as in the handbook for young people in CVDP (Communication, Visibility and Dissemination Plan).

In this section, there is the following screen for participant to upload any material whether it is a design for banner or a video or an Instagram post for the visibility approval. The upload limit is kept at 64 MB per file without any file restrictions.

The submission screen is provided below :

Visibility / Visibility Approval for Printed & Online Material / Visibility Material Approval - 1

🔼 Visibility Material Approval - 1

Opened: Tuesday, 1 October 2024, 1:00 AM
Due: Thursday, 1 May 2025, 1:00 AM

You have to upload the materials that you have developed according to the guidelines under CVDP Guidelines. In the guidelines you can find information about the usage of EU logo, the project logo and the formats for the printing and online usage in different colour modes.

Add submission

Under CVDP Plan, the participants are provided with the Communication, Visibility and Dissemination Plan to download and learn about the usage of logos and rules of the visibility.

As mentors, you will be able to provide comment on the visibility materials that are uploaded by your project teams. In the submission to the system by any project team you will receive an e-mail and please approve or deny with reasons and comments to your project teams. It is important for that purpose they use here so that we can track the visibility and dissemination of the project activities.

Share & Interact

Share and Interact section is for participants to share their experiences through the forum and provide information about their social media interactions of their projects. In this section, the participants will be able to promote their experiences in their local communities and inform the coordination as well as the others about their work on social media and the online platforms.

In addition to that, in this section, the participants **can ask for help of the other groups and you as mentors** for the purpose of knowledge sharing and resource sharing so that the cooperation between the

countries are ongoing and not from training to training or from online meeting to meeting.

General, Ask for Help and Share Experiences are developed as a "Forum" function for participants to share their experiences and ask for help openly from the others. It will help us to develop a network and know-how exchange between the participant groups as well as between the project teams.

Interaction is developed for the social media work of the projects. As Online Management system has a dissemination tracker, here we have developed the social media interactions section for the projects to upload their information to the system time to time to ensure that the dissemination is documented throughout the project.

Share your experience : Here we expect participants to upload pictures and provide text about their experiences concerning to their project implementation processes by sampling adding discussion topic. You as mentors should encourage the participants to engage and develop posts in this section.

Share & Interact / Share Experiences / Share your experience

Share your experience

Forum   Settings   Advanced grading   Subscriptions   Reports   More ⌄

It is expected each participant to share their experiences through the project implementation period whether it is bad or good.

[Search forums] 🔍   Add discussion topic   Subscribe to forum

There are no discussion topics yet in this forum

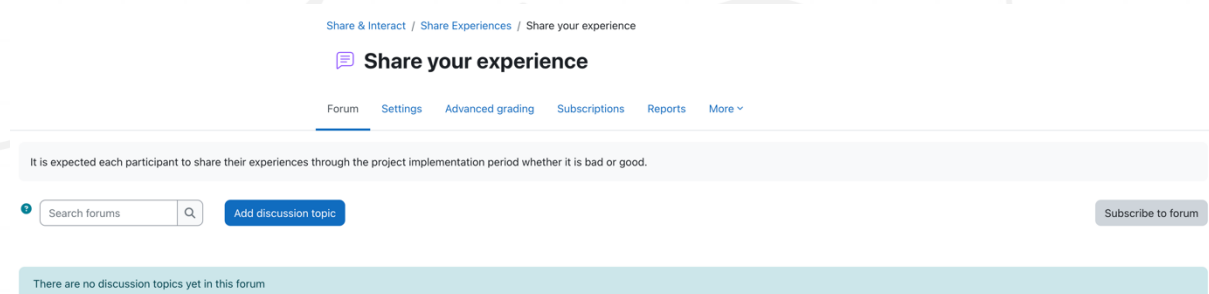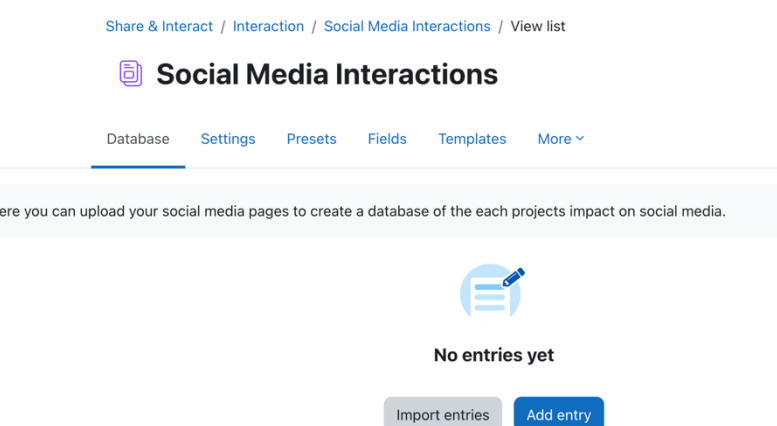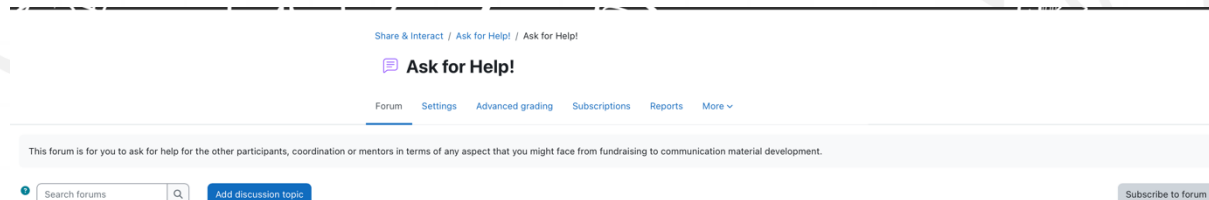**Ask for Help :** Here we expect participants to request any help from each other, rather than the coordination or the mentors to leverage the expertise of the group during the implementation of the project. In case they request a help and you are able to help, we kindly ask you to provide support whether the team is your project team or not.

Share & Interact / Ask for Help! / Ask for Help!

Ask for Help!

Forum   Settings   Advanced grading   Subscriptions   Reports   More ⌄

This forum is for you to ask for help for the other participants, coordination or mentors in terms of any aspect that you might face from fundraising to communication material development.

[Search forums] 🔍   Add discussion topic   Subscribe to forum

Share & Interact / Interaction / Social Media Interactions / View list

Social Media Interactions

Database   Settings   Presets   Fields   Templates   More ⌄

Here you can upload your social media pages to create a database of the each projects impact on social media.

No entries yet

Import entries   Add entry

Social Media Interactions : For the social media interactions, we have planned to develop a "Database" of each project activities of the information as well as to ensure that the social media pages as well as adhere to the visibility rules whether it is about the project of young people or they have simply shared the information in their own surroundings.

Social Media Interactions

Database   Settings   Presets   Fields   Templates   More ⌄

New entry

Project Name

Author of resource

Cover

Maximum file size: 64 MB, maximum number of files: 1

📁 Files

⬇

You can drag and drop files here to add them.

Alternative text

Content

Edit   View   Insert   Format   Tools   Table   Help

p   0 words   🌀 tiny

HTML format ⌄

Web link

URL:

Text:

Social Media Platform

Choose... ⇅

Cancel   Save   Save and add another

In this section, the participants will provide information by using the screen above on their projects, the author of the resource (project team member), the picture of the social media or webpage post and the content of the post by providing link of the post. In that way, we will be able to follow-up the social media interactions of the projects throughout the implementation period.

These are the tools that are provided for you as mentors and your project teams to use it throughout the project implementation period in their projects to ensure that the activities are implemented correctly, timely manner as well as documented throughout the program.

We kindly ask you as mentors to make the best out of the virtual module and use it to document the process with your teams and make them engage with their peers *i.e. participants from other countries* by using the Share & Interact functions. It will help us as well to increase the quality of the program by engaging them fully to this process.

Mentor Space

The mentor space is consisted of tools for coordination and for mentors to interact with each other about the work of the project teams and with coordination. It is as well as developed to provide reporting to coordination concerning to the activities of your project teams. The project teams do not have any access to this section as it is only for mentors usage.

In General section, you can exchange information that you face with your project teams or in general as mentors. It is a place for you to tackle with the issues throughout your mentoring journey. In addition to that, in this section, you can ask questions concerning to the practical issues concerning to the implementation of the activities of the project teams. It is a Forum section alike the other forum features explained above.

Support from Coordination & Other Mentors is created to create a safety net for you and keep your communication ongoing throughout the project implementation process of their project teams. In case that, you need support while working with the project teams concerning a specific expertise, they can request directly from this section by creating a **"Discussion Topic"** in the forum section.

Mentoring Reports : We request you to develop three reports throughout the project implementation cycle. That space is created for mentors to provide reports on your project teams in initial, mid-term and final reports on the projects. The format of the report is provided in the assignment page for you to use and upload after filling out the necessary information.

Reports on Project Teams

Feedback on the project teams - 1
Opened: Tuesday, 1 October 2024, 12:00 AM **Due:** Thursday, 1 May 2025, 11:00 PM

Feedback on the project teams - 2
Opened: Tuesday, 1 October 2024, 12:00 AM **Due:** Thursday, 1 May 2025, 11:00 PM

Feedback on the project teams - 3
Opened: Tuesday, 1 October 2024, 12:00 AM **Due:** Thursday, 1 May 2025, 11:00 PM
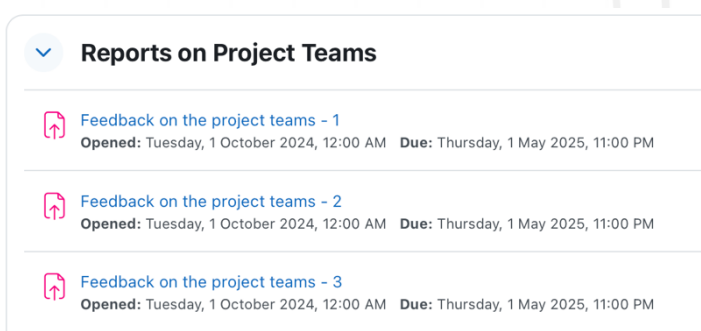
Reports on project teams is developed to provide you a space to give feedback continuously on the work of the project teams. There are 10 feedback reports on the mentees and these can be used to provide information on the project teams throughout the project cycle about their work.

The report assignments are developed as text + file upload, you should give us a brief information about the overall report to follow-up the file in the project process. You should use the respective file format that is provided in the system rather than any other file format. We have flexibility on the implementation of the virtual module to adopt your needs as mentors and the needs of the participants.

We hope that this handbook will help you to guide through the mentoring journey with the participants and provide detailed information about the processes of Give a Chance Programme! We as coordination are here for you to provide assistance in case that you are stacked with the participants on any aspect of the project management process.

ANNEXES

Annex – 1 : Give A Chance Project Application Form For Young Participants

Project Name   :

Project Team Members   :

Mentor Name   :

Duration (max. 6 months)   :

Summary of the Project   : - Long Paragraph (10.000 characters)

Objectives of the Project   : max. 3 objectives - Long Paragraph (max. 3.000 characters)

Expected Target Groups   : - Long Paragraph (max. 3.000 characters)

Involvement of Local Community   : - Long Paragraph (max. 3.000 characters)

Expected Impact   : - Long Paragraph (max. 3.000 characters)

Sustainability   : - Long Paragraph (max. 3.000 characters)

Activity Name	Budget (breakdown of purchases)	Detailed Explanation
A1.	Item 1:	The activity plans to achieve. . .
A2.		
A3.		
A4.		
A5.		
A6.		
A7.		

Fundraising Plans   : - Long Paragraph (max. 3.000 characters)

Needed support from organizations   : - Long Paragraph (max. 3.000 characters)

Relevant Stakeholders   : - Long Paragraph (max. 3.000 characters)

Risks and Mitigation Measures   : - Long Paragraph (max. 3.000 characters)

Annex – 2 : Give A Chance Project Feedback Form for Local Projects

The below feedback form is subject to change according to the needs of participants and developed generally to take quantitative and qualitative information to help the participants during the reporting of their own projects. This form can be developed as online or offline form but, the age and gender-aggregated data will be requested from participants at any circumstance.

Feedback Form

Gender :		Age :	

	Yes	No
Do you find the activity beneficial for the community?		
Do you think the activity is implemented in a better way?		
Do you consider this activity successful?		
Would you recommend the activity to the others?		

Please rate the following statements from 1-5 (1 is not satisfied – 5 fully satisfied)

Accessibility of the Location

Content of the Activity

Quality of the Activity

Please leave a comment about your experience of the activity.

If you were in our position, what would you change?

Annex – 3 : Give A Chance Project Report Form for Young People

Project Name :

Project Team Members :

Mentor Name :

Duration (max. 6 months) :

Summary of the Project : - Long Paragraph (max.10.000 characters)

Objectives of the Project : max. 3 objectives - Long Paragraph (max.3.000 characters)

Number of people reached per activity per gender & age group

Activity	Female	Male	Non-Binary	5-13	14-17	18-25	26-35	35-60	60+
A1.									
..									
..									
..									
..									
Total									

Social Media & Media & Internet Presence of the project :

Activity	Link	Description	Platform Name
A1.			
..			
..			
..			
..			

Communication with Relevant Stakeholders (Funding organizations, angel investors, etc.)

Activity	Occasion	Plan for the future	Observations
A1.			
..			
..			
..			
..			

Financial Aspects
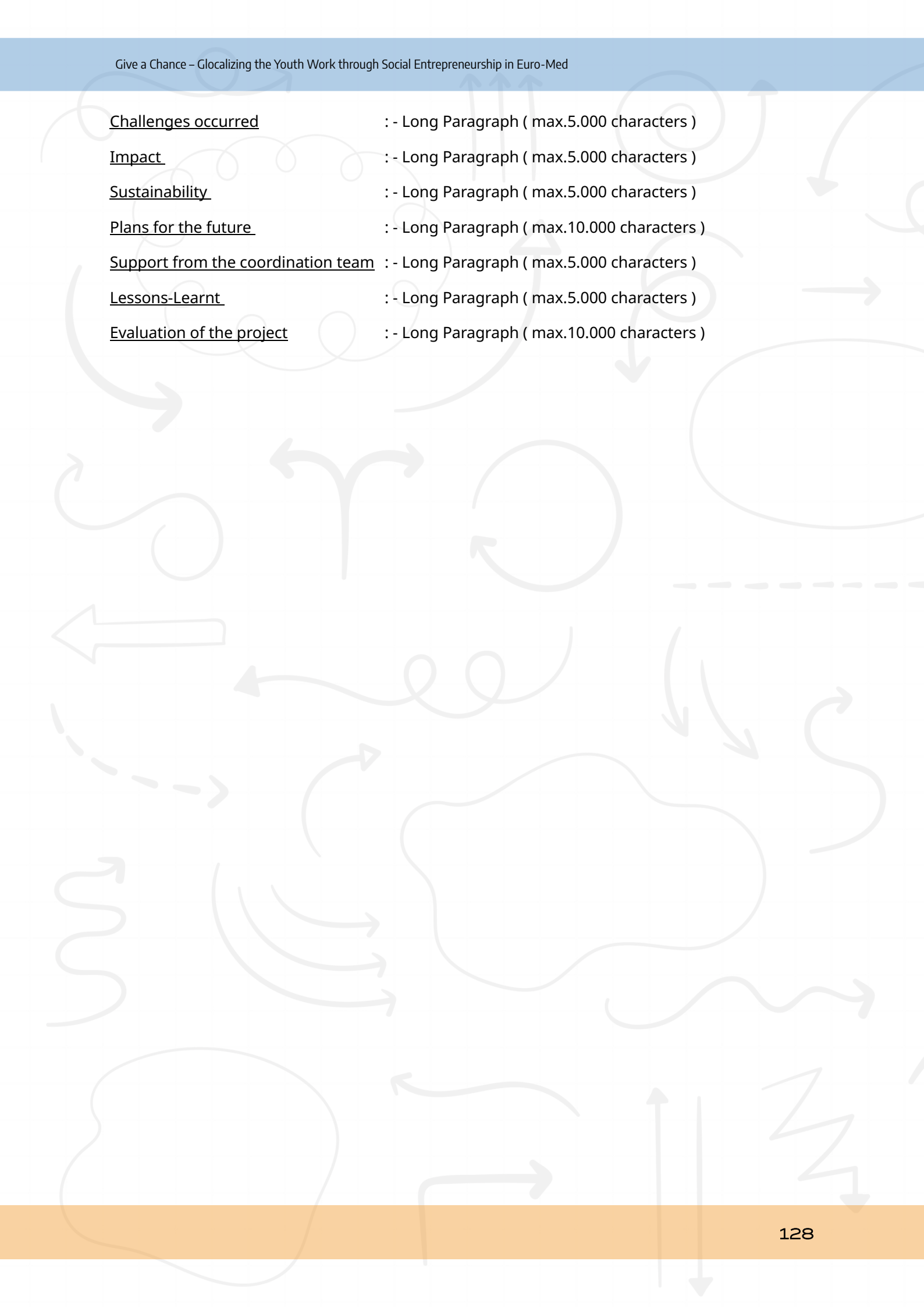
Activity Name	Budget (breakdown of purchases)	Purchased / Fundraised / In-Kind from third party
A1.	Item 1:	The budget item was .....
..		
..		
..		
...		

Future Fundraising Plans : - Long Paragraph (max.3.000 characters)

Expected support from organizations : - Long Paragraph (max.3.000 characters)

Local communities reaction : - Long Paragraph (max.3.000 characters)

Risks and Reactions : - Long Paragraph (max.5.000 characters)

Challenges occurred   : - Long Paragraph (max.5.000 characters)

Impact   : - Long Paragraph (max.5.000 characters)

Sustainability   : - Long Paragraph (max.5.000 characters)

Plans for the future   : - Long Paragraph (max.10.000 characters)

Support from the coordination team : - Long Paragraph (max.5.000 characters)

Lessons-Learnt   : - Long Paragraph (max.5.000 characters)

Evaluation of the project   : - Long Paragraph (max.10.000 characters)

Annex – 4 : Mentor Reports on The Project of Mentees

Data of the mentor & mentee groups :

Name of the Mentor   :

Names of the Mentees   :

Project Group Name   :

Project Name   :

Context of the Project   : (Explain the project information)

Meeting Number   : **First Report , Interim Report** or **Final Report**

Project Status Quo   : (Explain the project current implementation situation)

Mentees Perceptions   : (Explain the perceptions of mentees from your perspective as mentor)

Planned Activities   : (Explain the planned activities – date, target groups, aims agreed with the group in **First Report** / **In Interim** explain the status quo / **In Final** Achievements)

Please rate the following according to the your perception of the work of project team from 1 (poor) – 10 (excellent) :

		First	Interim	Final
1	Teamwork between the project group members			
2	Communication between you and the mentees			
3	Sustainability of the project activities			
4	Possible fundraising for the participants' activities			
5	Contextual work (content of the activities)			
6	Impact of the participants' work in local level			
7	Possible synergies between the participants' work with other projects			
8	The competences of the participants to implement activities by their own			
9	The level of achievement of aims			
10	The improvement on the participants' competences			

Challenges that you face as mentor   :

Challenges that the group face   :

Problems that the participants face   :

Solutions that you have provided to the participants :

Doubts on the implementation of the project   :

Information about the procurements & finances   :

Additional Information

Annex – 5 : Mentor Feedback Form

This form will be filled by mentor after the talk with the mentee group.

Name of the Mentor   :

Names of the Mentees   :

Project Name   :

Date of the talk   :

Duration of the talk   :

Support Provided to the mentees   :

Challenges that you face as mentor :

Challenges that the group face   :

Problems that the participants face :

Feedback received   :

Additional Information   :