Co-funded by
the European Union

GIVE a chance

HANDBOOK FOR YOUNG PEOPLE TO INITIATE SOCIAL ENTREPENEURSHIP ACTIVITES

Project:101131320 – Give a Chance! – Glocalizing the Youth Work through Social Entrepreneurship in Euro-Med

Deliverable 2.2. Handbook for Young People to Initiate Social Entrepreneurship Activities

Funded by the European Union. 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.

Co-funded by the European Union

GIVE a chance

Technical Information

Title	Handbook for Young People to Initiate Social Entrepreneurship Activities 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.

TABLE OF CONTENTS

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 (M5-M22): 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-M23): 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 for young people to implement their projects within Give a Chance Programme as well as provide detailed information concerning theoretical and practical concerns of social entrepreneurship projects targeting the local communities. 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*
- *Trainers of Kick-Off and Evaluation of Give a Chance Programme for Young People Trainings*
- *Mentors*

By using this handbook, the trainers can prepare the content for the training activities which will take place in Agdz, Morocco and Gaziantep Turkey. The handbook offers all important points to be considered during the implementation of these training activities. Moreover, it provides information about the overall structure of the programme and engaging young people to the implementation of local projects, reporting, monitoring and evaluation of their activities.

This handbook was provided to the young participants during the training activity in Agdz, Morocco and according to the feedback received adopted to provide a clearer information according to the level of participants and knowledge to address the issues during the project development and management period in English, Spanish, Turkish and Arabic(Standart) to prevent the language barriers and facilitate the learning process of young people during the project implementation process.

In this handbook, you will find information about :

- *What is social entrepreneurship?*
- *How do we deal with local community?*
- *What is my context? – Social Context of each country involved*
- *How can I do needs assessment?*
- *How to develop and manage a project?*
- *Rules of Programme*
- *Reporting Principles*
- *Virtual Module*

In each section, the necessary information concerning to the overall progress is explained and the content was changed according to the needs of participants within the project after the implementation of the training activities in Spain with mentors and in Morocco with mentors and mentees *i.e. participants*. This handbook is provided guidelines for the young people to implement their projects smoothly while learning about the overall project implementation processes as well as getting support from their mentors. The handbook provides detailed information for each aspect of the activities in detailed and gives a roadmap for participants from day one until the last day of their projects.

We hope that, as young participant while reading this handbook, you will gain clear insight about how to develop the projects and learn about the project development and reporting aspects throughout the implementation period of your projects. This handbook is provided to you to increase your capacities for your personal and professional development as well as guide you through the journey of Give a Chance with us in a meaningful way.

SOCIAL ENTREPRENEURSHIP

It is not from the benevolence of the butcher,

the brewer, or the baker that we expect our dinner,

but from their regard to their own self-interest. – Adam Smith

As the quote of Adam Smith's well-known work *"The wealth of nations"* informs us that, even the baker wants to earn a living to support their family, they produce the very product of bread, which feeds and nourishes the hundreds of people in a day, still creates an impact on the community in a very broad sense. Even though, many of the entrepreneurs are driven by the potential of creating a profit, the motive of creating profit do not prevent us to create a positive impact on the society. We still can develop a better impact for the society to promote the change in the communities through the systematic approaches as entrepreneurs to the issues that we take into our hearts in our communities either it is youth employment or gender issues.

According to Investopedia[1], **a social entrepreneur is a person who pursues novel applications that have the potential to solve community-based problems**. Social entrepreneurs are willing to take the risk and effort to create social change in their communities by implementing actions targeting to the community members. Social entrepreneurs often believe that this practice develops purpose for their lives while helping others and making difference in the communities while eking out a living. The aim of social entrepreneurship is to create a profit but not solely as well as to create a social change in the communities.

A social entrepreneur is not only interested in starting a business for pursuit of profits but mainly for greater social good. In addition to that, the social entrepreneurs may seek to produce environmentally friendly products, or serve an underserved communities who might not reach out the products with limited resources. In addition to that, social entrepreneurship is an ethical and just practice where the business activities occurs to create a change on the lives of others rather than solely creating profit over from the others. Furthermore, it is a growing trend with several investing strategies.

A social entrepreneur might also seek to address imbalances in such availability, the root causes behind such social problems, or the social stigma associated with being a resident of such communities. They see and learn from the issues through the lens of themselves often and fail, due to lack of knowledge about the implementation of social activities or not able to sustain these ideas in long-run or not creating an impact at all as there is no foundation behind their ideas.

According to Santos [2]; the social entrepreneurship is overgrown in last few decades however the ambiguity continues on the definition of the social entrepreneurship as well as the elements that divide the non-profit and for-profit entities. **Social entrepreneurs** are defined as the *"society's change agents, creators of innovations that disrupt the status quo and transform the world for the better*". This definition easily can fit to the definition of non-governmental organizations working for a cause as well. Thus, the discussion in here is important to underline the differences in a detailed manner. Either it is an entrepreneur or social entrepreneur, both identify the opportunity in the society to pursue and fills the gaps whether it is for profit or not.

[1] Hayes, A. (2024, May 31). Social entrepreneur: Definition and Examples. Retrieved from https://www.investopedia.com/terms/s/social-entrepreneur.asp

[2] Santos, Nicholas J. C., "Social Entrepreneurship That Truly Benefits the Poor: An Integrative Justice Approach" (2013). Marketing Faculty Research and Publications. 133. https://epublications.marquette.edu/market_fac/133

The division between the **entrepreneur and social entrepreneur starts here :** social benefit and social mission achievement is the main purpose. According to Santos, the social entrepreneurship should have three following components :

- *Identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own;*
- *Identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony;*
- *Forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium, ensuring a better future for the targeted group and even society at large.*

Therefore, it is important that the starting point of the projects focusing on social entrepreneurship should be "unjust equilibrium" either it is local or national or in global scale which should be transformed. To elaborate more easily, the social entrepreneurs should follow the path consisting of :

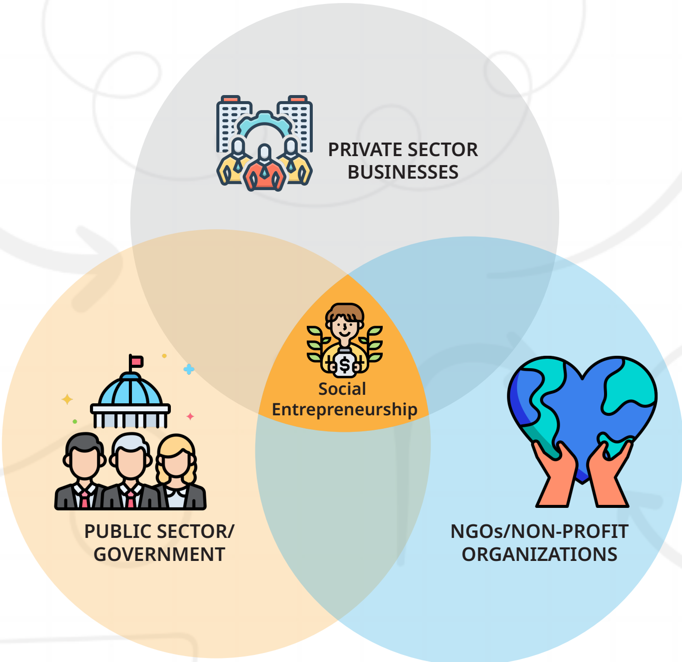
- Identification of the social causes in the communities
- Identification the opportunity to tackle with the social cause
- Developing a strategy to create a social change through norm change or economical change

It is important for the projects developed within **Give a Chance Programme** to identify these issues and focus on developing a change to target the groups who are often excluded and not engaged in the society and providing activities with economical focus and creating revenue in long-run whether in the program cycle or not to sustain their activities in long run. Therefore, the **projects should not only have a focus of economic activity** *i.e. entrepreneurship* or **should not have a focus solely on social basis** *i.e. philanthropy or charity activities.* It is important to differentiate the types of organizations and the hybridity of the social entrepreneurship within the program to illustrate the reasons behind the choice of social entrepreneurship activities rather than the philanthropic and entrepreneurial activities.

The following definitions will provide a more clearer understanding of the division between these **three types of activities : philanthropic, social entrepreneurial and entrepreneurial.** These definitions are developed within this program with the references that are used to distinguish the differences in between these activities for you as young people to understand that division clearly rather than weighing in one side such as philanthropy by focusing on inclusion of excluded groups without any focus of revenue to create a further impact but on-off event or weighing in the totally to the other side as solely developing activities with economic benefit.

- ***Philanthropic activities:*** *Philanthropic activities are a form of altruistic initiatives focusing on quality of life and public good by tackling with social, economic, cultural or political issues.*
- ***Entrepreneurial activities:*** *Activities are form of business initiatives to create a profit from the provision of goods or services whether it creates social value or not.*
- ***Social entrepreneurial activities :*** *Activities are form of business initiatives to create a social change with a sole purpose of tackling with the social, economic, cultural or political issues*

As we have made the division clearly, we would like to go deeper with the development of the social entrepreneurship activities and the differences of the social entrepreneurship businesses. In very basic sense, the importance is to create social change while creating economical activity in the communities. The following Venn Diagram illustrates the cross-cutting section of the social entrepreneurship and its positioning between the public, private and so-called third sector[3]. It is important to differentiate the social entrepreneurship from pure forms of social movements or businesses with philanthropic activities.



Social entrepreneurs do not aim to make money without creating harm; but their main objective is to social mission that they pursue[4]. While private businesses can partner with non-profit organizations or public sector and provide assistance to the vulnerable populations do not classify this activity as social entrepreneurship. Therefore, there is an importance to separate these differences before the development of the projects as well as the overall program implementation period. **Social entrepreneurship is a cross-cutting sector of both profit and non-profit with an aim to create a social change.**

The definition developed by Santos[4] defines : *"A social entrepreneurial organization (SEO) is one that aims at co-creating social and/or ecological value by providing innovative and lasting solutions to social and/or environmental problems through a process of empowerment and in a financially sustainable manner.".* In **Give a Chance, due to informal structure of the project teams, we might not classify you as formal establishment or an organisation**, but the activities that you develop should co-create social, ecological, economical or cultural value in the communities within your projects.

According to the Heyes[5], there are **four types of social entrepreneurs as** are community social entrepreneurs, non-profit social entrepreneurs, transformational social entrepreneurs, and global social entrepreneurs:

- ***Community Social Entrepreneur:*** Focuses on improving a specific local area, building strong community relationships, and leveraging local resources to meet the needs of the community.
- ***Non-Profit Social Entrepreneur:*** A more common type, with a mission-driven purpose that often extends beyond a specific community. They run enterprises like businesses but reinvest profits into their cause rather than seeking profit for investors.

---

[3] Adnan, R. M., Yusoff, W. F. W., & Ghazali, N. (2018). The role of Social entrepreneurship in Malaysia: A preliminary analysis. *Advanced Science Letters*, *24*(5), 3264–3269. https://doi.org/10.1166/asl.2018.11355
[4] Mair, J., Battilana, J. & Cardenas, J. Organizing for Society: A Typology of Social Entrepreneuring Models.*J Bus Ethics* **111**, 353–373 (2012). https://doi.org/10.1007/s10551-012-1414-3
[5] Hayes, A. (2024, May 31). Social entrepreneur: Definition and Examples. Retrieved from https://www.investopedia.com/terms/s/social-entrepreneur.asp

- ***Transformational Social Entrepreneur***: A non-profit that grows and expands its mission to cover broader regions or multiple programs, aiming to have a larger impact over time.
- ***Global Social Entrepreneur:*** Tackles large-scale global issues like poverty or poor living conditions, often applying solutions across different regions and transcending geographical boundaries.

Our aim is to make you a **"community social entrepreneur"** within this definition rather than the other aspects of the entrepreneurship or going for the global or transformational social entrepreneur. As the issues that you planned to work with should focus on the local issues which can create a teeny-tiny impact on the global issues still is a huge benefit. You should not focus on bigger projects or ideas in the initial phase but focus on your community, your local area and your surrounding.

Let's clearly divide the differences between the **entrepreneur and social entrepreneur more,** before continuing case studies and examples for you to inspire from the worldwide scenary. In below, the table defines the differentiations between the entrepreneur and social entrepreneur in terms of objective, motive, focus, link to social issues, collaboration or success. **You should not forget, you are not in a competition of revenue with your peers involved in the program. You should benefit and collaborate with them.**

	Entrepreneur	**Social Entrepreneur**
Objective	Build a sustainable business	Build a sustainable and socially impactful business
Motive	Financially driven	Mission-driven
Focus	Individual consumers	Social groups
Link to Social Issues	Indirect	Direct
Competition/Collaboration	Competitive with related businesses	Collaborative with related businesses
Success	Based on profits	Based on social impact

As it can be seen above; your global objective should be building a sustainable and social impactful business as a result of your involvement to this program rather than building a sustainable business which thrives and benefits from the profit. In the social context section, you can see the issues in a deepened manner with their justifications to tackle in your communities as a guiding material.

Before closing this chapter and social entrepreneurship examples from the world, we would like to classify what is not a social entrepreneurship[6] to clarify more. These are the misconceptions concerning to the social entrepreneurship.

1. **Not Social Networks**: Social entrepreneurship is not related to platforms like Facebook, which were not explicitly designed to create social change.
2. **Not 'Entrepreneurship-lite'**: Social entrepreneurship is as challenging as traditional entrepreneurship, with the added complexity of balancing mission and profit.
3. **Not Charity**: Social entrepreneurs focus on financial sustainability, preferring to earn income through products or services rather than relying solely on donations.

[6] Miller, C. (2018, March 9). 10 things Social entrepreneurship is not. Retrieved from https://www.linkedin.com/pulse/10-things-social-entrepreneurship-chris-miller/

4. **Not Nonprofit**: The focus is on creating social change, regardless of legal structure or tax status.
5. **Not Anti-Profit**: Social entrepreneurs believe that doing good and making money can coexist.
6. **Not Superior to Commercial Entrepreneurship**: Social entrepreneurs can thrive in both social and traditional business environments.
7. **Not a Fad**: Social entrepreneurship is a long-standing practice, not an invention of Millennials.
8. **Not Corporate Social Responsibility (CSR)**: Unlike CSR, social entrepreneurship is driven by genuine social impact, not just profit maximization.
9. **Not Only for Young People**: Social entrepreneurship is multigenerational, with influences from past generations.
10. **Not Limited to Nonprofits**: Social entrepreneurs leverage both for-profit and nonprofit models, blurring the lines between them with new structures like benefit corporations.

That list is not exhausted but provided to give a clearer understanding about the limitations and the borders of the social entrepreneurship to define the differentiation from the other practices. These terminologies might be extremely far away for you, that's why we have developed Give a Chance Programme to address this knowledge gap and we hope that you will benefit from this handbook especially from this section to lead your projects into the direction that the program intends to do.

Social Entrepreneurship Examples from the World

In this section, we will provide you with 5 separate examples which can make you to understand in a deeper way about the social entrepreneurship as well as construct your ideas in a clearer way so that you can benefit from the in the end of the section, the list of materials are provided to develop this case examples which has more examples for you to read in detailed. While choosing these examples, we have put the following criteria as :

- Implemented in local community and upscaled to a larger area
- Developed by the young people or local community members
- Focuses on common issues of the consortium countries
- Started as a small imitative and scaled up through securing fundings and investments

Butterfly Books – children's books tackling gender stereotypes

Kerrine Bryan, who excelled in maths and science at school, initially struggled with career options beyond the traditional paths, until a recommendation led her to pursue engineering. After building a successful career in the male-dominated field, she became motivated to address the gender stereotypes that limit children's aspirations, particularly in STEM fields. This desire led her to establish **Butterfly Books**, a social enterprise that creates playful, educational stories aimed at challenging these stereotypes from an early age.

Butterfly Books, co-founded with her brother Jason, publishes stories like **"My Mummy is an Engineer"** and **"My Daddy is a Nurse"**, highlighting professions traditionally viewed through a gendered lens. These stories use rhyme and colorful illustrations to address misconceptions about what jobs are "for girls" and "for boys," aiming to inspire children to think beyond stereotypes. The books are grounded in real experiences, and the enterprise collaborates with organizations like the British Army and the London Fire Brigade to ensure authenticity.

Kerrine's books have reached around 15,000 children and sold 7,000 copies, becoming a tool used in schools and by organizations for outreach. By breaking down entrenched gender roles, **Butterfly Books** promotes diversity, inclusion, and equal representation in various professions. This social enterprise aligns with broader efforts to build an economy based on equity and justice, driving lasting social change through education and storytelling.

- **Web Page :** butterflybooks.co.uk
- **Instagram / FB :** @butterflybooks

Relation with Give a Chance Programme : As it is focusing on the gender streotypes which is one of the biggest issues especially in MENA region. Therefore, developing such books for children can change and impact directly to the local communities. In addition to that, these books might as well as contribute to the norm change such as the lack of women presence in several sectors while creating a profit to upscale the ideas and reach out more community members outside of the your local communities.

Recycle Beirut

Recycle Beirut, a social enterprise launched in 2013 by Abdallah Chamas, Raed Chami, Sam Kazak, and Alexander McHugh, was born in response to Lebanon's growing waste management crisis, which reached a tipping point in the summer of 2015. Following the closure of a major landfill, trash began piling up across Beirut, sparking protests and widespread concern about the government's inability to manage the crisis. In this context, Recycle Beirut emerged as an innovative solution, offering a sustainable and convenient way to collect and process recyclable materials from homes and offices in Greater Beirut. The company not only tackled the immediate environmental issue but also created jobs for marginalized communities, positioning itself as a socially responsible business in a region where such services were virtually non-existent.

Recycle Beirut operates by providing door-to-door recycling collection for a $10 monthly fee, filling a gap left by the government's inaction. The company sorts and processes the recyclables and then sells them, contributing to the global recycling economy, which the Bureau of International Recycling estimates employs 1.6 million people worldwide with an annual turnover of over $200 billion. **What sets Recycle Beirut apart is its innovative approach to addressing a local problem with a globally recognized model.** The service is particularly impactful because such recycling services had not previously existed in Lebanon on this scale, nor were they designed with a focus on social impact, making Recycle Beirut a pioneer in the country’s waste management sector.

The company's social mission extends beyond recycling. **It aims to create jobs for vulnerable populations, including low-income individuals and refugees**. This mission was inspired by co-founder Sam Kazak's experience as a Palestinian refugee in Lebanon, where Palestinians are barred from working in more than 25 professional sectors. However, the environmental sector is not restricted, making it a viable space for employment. Recycle Beirut's founders were also motivated by the broader goal of empowering those at the bottom of the socio-economic ladder, providing meaningful work opportunities that lift people out of extreme poverty. Today, the company employs 14 people, including Lebanese, Palestinians, and Syrians, providing them with stable incomes and contributing to the local economy.

Launching Recycle Beirut came with challenges, particularly the issue of locating addresses in a city where many streets are unnamed or unlisted on maps. The founders quickly adapted by using technology, including WhatsApp and Google Maps, to streamline operations. Despite these early hurdles, the company has successfully expanded its operations, now serving over 500 businesses and residences across Greater Beirut. By creating a convenient recycling service, Recycle Beirut not only prevents waste from reaching landfills and the sea but also raises public awareness about the importance of recycling. During the 2015 "trash crisis," recycling became a hot topic in Lebanon, with TV channels educating the public on the basics of recycling, helping initiatives like Recycle Beirut gain traction.

One of the core measures of Recycle Beirut's success is the number of jobs it has created. Founder Alexander McHugh emphasizes that the company's impact is not just about saving the environment but also about lifting people out of poverty. Although the wages are modest—$20 for six hours of work in the warehouse, $25 a day for truck workers, and $700 a month for the warehouse manager—these earnings represent a significant improvement for people who were previously living in hand-to-mouth poverty. Outreach employees, who represent the company and engage with the community, earn $1,200 a month, demonstrating the company's commitment to providing fair wages and creating upward mobility for its employees.

Recycle Beirut's model stands in stark contrast to the informal recycling sector, known as "zabaleen," where trash pickers and small businesses collect recyclable materials but lack the resources or infrastructure for large-scale impact. While Recycle Beirut learned valuable lessons from these informal recyclers, the company differentiated itself by offering a formalized, convenient service that works directly with customers and handles the full recycling process. This approach not only professionalizes the recycling industry in Lebanon but also ensures that more waste is properly processed and repurposed, rather than ending up in the environment.

Recycle Beirut is a shining example of how social enterprises can address multiple challenges simultaneously—environmental degradation, unemployment, and poverty—by integrating sustainability with social impact. The enterprise's success in creating jobs for marginalized groups, particularly refugees, while also reducing waste in a country that has long struggled with effective waste management, demonstrates the potential for social businesses to drive systemic change. As Lebanon continues to grapple with economic and political instability, Recycle Beirut's model of self-sustaining social impact offers hope for other regions facing similar challenges.

Recycle Beirut not only addresses the pressing issue of waste management in Lebanon but also fosters social and economic resilience by providing jobs to vulnerable communities. With a model rooted in local solutions and global best practices, the company is a trailblazer in Lebanon's emerging social enterprise landscape. By continuing to expand its operations and impact, Recycle Beirut is setting an example for how businesses can balance profit with purpose, creating lasting change for both the environment and society.

Webpage : https://recyclebeirut.com

Social Media : @recyclebeirut

Relation with Give a Chance Programme : Rapid urbanization is one of the huge issues in Turkiye, Morocco and Tunisia. As the young people moves to the bigger cities, the infrastructure system of the cities overwhelms and the issues deepens. Another issue is that the youth unemployment especially among the young people who do not posses skills to engage in the meaningful, long-term employment opportunities. In that sense, the initiative did not only solve the issue of waste management in a country which is in MENA region, having difficulties due to ongoing conflicts as well as in a city with huge urban issues, but created job opportunities for the people who do not posses the skills to engage in employment such as refugees. Therefore, the systematic approach to these issues can both create jobs resolving the issues derived from unemployment such as poverty, while addressing the issues such as lack of infrastructure for waste management in a city such as Beirut.

Ladakhi Women's Travel Company

Ladakhi Women's Travel Company is a unique travel agency based in Ladakh, India, founded by Thinlas Chorol, one of Ladakh's most experienced female trekking guides. The agency is entirely owned and operated by Ladakhi women, with a specific focus on providing homestay treks, where trekkers are accompanied by female guides and porters. This approach not only offers visitors an authentic and eco-friendly way to explore Ladakh but also seeks to empower women from the region, particularly in its more remote areas, by providing them with opportunities to showcase their skills and contribute economically.

The core mission of the Ladakhi Women's Travel Company is to uplift the women of Ladakh by encouraging them to take on more visible roles in the tourism industry, which is traditionally dominated by men. In many Ladakhi households, while men often leave to earn the family's income, the women remain in the villages to manage the homes. Through the homestay system, women are given the opportunity to engage with travelers, allowing them to share their culture and build connections with people from diverse backgrounds. For travelers, this means a more immersive experience, where they stay in real Ladakhi homes, learn from the women who run them, and gain a deeper understanding of the local way of life.

Homestays are a significant part of the company's eco-conscious approach to tourism. Unlike traditional trekking that involves camping and the use of ponies and donkeys to carry supplies, homestays reduce the need for animals, thereby protecting Ladakh's limited natural resources. Ponies and donkeys, which are typically required to transport food and gear for camping, graze on scarce grasslands, depriving local wildlife and domestic animals of their food supply. By minimizing the need for these animals, the homestay system helps preserve the fragile ecosystem of Ladakh while offering travelers a more sustainable way to explore the region.

In addition to promoting women's economic empowerment through homestays, the Ladakhi Women's Travel Company is committed to employing women exclusively for organizing and running treks. This is a pioneering effort in a region where women have historically had limited participation in professional sectors such as tourism. The company is currently the only trekking agency in Ladakh that exclusively hires female guides and porters, setting a powerful example for other women in the area. Thinlas Chorol, the company's founder and senior guide, has completed extensive training, including a comprehensive course in wilderness skills and leadership at the National Outdoor Leadership School (NOLS) and an advanced mountaineering course at the Himalayan Mountaineering Institute in Darjeeling. This high level of training ensures that the company's guides provide top-quality service while also maintaining safety and professionalism on treks.

Beyond its focus on women's empowerment and eco-friendly trekking, the company is deeply invested in preserving Ladakhi culture. The guides employed by Ladakhi Women's Travel Company are not only skilled trekkers but also cultural ambassadors who are knowledgeable about the history, traditions, and landscapes of the region. They are eager to share stories and insights about Ladakh's rich heritage with travelers, offering them an opportunity to experience the region in a way that goes beyond the typical tourist experience. By staying in local homes, trekkers are able to observe and participate in traditional Ladakhi activities, such as working in the fields or assisting with daily household chores, providing a rare glimpse into the rural way of life that is often inaccessible to outsiders.

In essence, Ladakhi Women's Travel Company directly benefits Ladakhi women, helps preserve the region's natural environment, and fosters a deeper understanding of Ladakh's rich cultural traditions. Ladakhi Women's Travel Company has become a leading example of how tourism can be leveraged as a force for good, providing opportunities for women, supporting local economies, and promoting cultural preservation. For travelers looking to explore Ladakh in a meaningful, responsible way, this company offers an experience that is both enriching and impactful, leaving a lasting impression on both the visitors and the local communities they interact with.

Webpage : https://www.ladakhiwomenstravel.com

Relation with Give a Chance Programme : Tourism is one of the main drivers of economy regardless of the country in Mediterranean Region especially in MENA (Morocco, Tunisia and Turkiye) as well as in Spain. Ladakhi Women is living in rural area in the example where they do not have almost to no opportunities. In addition to that, the similarities with MENA is that tourism industry is predominantly men and the benefit is received by the men while the women is entrapped in the house with almost no interactions with the outer world due to traditional roles of women as *"caretaker"*. Therefore, such a project might shift the ideal of the gender roles in the traditional communities where the main driver economy is tourism and promotes the women's economic participation.

Hello Tractor

Hello Tractor is a social enterprise that addresses the challenges faced by smallholder farmers in Africa by offering an innovative solution for accessing affordable mechanization. Many small farmers struggle with low productivity due to limited access to tractors, which are essential for efficient farming. Buying a tractor is financially out of reach for most, and hiring them is often unreliable. To solve this, Hello Tractor created a mobile platform that connects farmers with tractor owners, allowing farmers to rent tractors on a pay-per-use basis. This "Uber for tractors" system gives small-scale farmers access to much-needed equipment, boosting their productivity and reducing the burden of manual labor.

The platform uses internet to track tractor usage and location, ensuring transparency for both tractor owners and farmers. Tractor owners can monitor their equipment in real-time and connect with a larger customer base, while farmers can request services at affordable rates via SMS or a mobile app. This model creates a win-win situation: smallholder farmers benefit from increased agricultural efficiency, and tractor owners maximize the use of their assets, generating more income. In addition, the initiative supports rural job creation, as tractor owners often hire operators to meet the growing demand for mechanization services.

Beyond increasing agricultural productivity, Hello Tractor has significant social and economic impact. It helps create economic opportunities for both farmers and tractor owners, contributes to food security, and empowers women farmers by providing them with access to mechanization. The initiative also promotes climate resilience by enabling timely and efficient farming practices. With partnerships from organizations like John Deere and USAID, Hello Tractor has expanded across multiple African countries, demonstrating how technology can effectively address social challenges and transform the agricultural sector.

Webpage : https://hellotractor.com

Relation with Give a Chance Programme : After tourism, agriculture is the second main sector in the South Eastern regions of Turkey, South Spain and all Morocco and Tunusia. In that way, increasing the access of machinery was the solution in Kenya, there might be platforms developed or created to address the issues of the farmers in the local communities as a pilot initation of the program. That might help the development of the agricultural products while helping the food security in the communities with the decreased cost of provision of agricultural products.

Too Good to Go

Too Good To Go is a social enterprise focused on combating food waste by connecting businesses that have surplus food with consumers who can purchase it at a discounted price. The initiative operates through a mobile app, where users can find and buy unsold food from restaurants, bakeries, supermarkets, and other food retailers that would otherwise go to waste. The goal of Too Good To Go is to reduce food waste, which is a significant environmental and economic issue globally, by providing a platform that makes surplus food accessible to consumers.

Here's how it works: participating businesses list their leftover food on the app as "Magic Bags," which users can purchase at a significantly reduced price. Customers don't know exactly what they'll get in the bag, but they know it will be a mix of fresh items that the business wasn't able to sell during the day. Once purchased, customers pick up their Magic Bag from the business at a set time. This model benefits both parties—businesses can reduce their food waste and recover some costs, while consumers get quality food at a lower price, all while contributing to sustainability efforts.

Too Good To Go emphasizes raising awareness about the environmental and social impacts of wasting food. The platform educates consumers about how small actions, like purchasing surplus food, can contribute to a larger movement of sustainability. By engaging with local businesses, it also fosters a sense of community responsibility. Many users appreciate that their participation helps local restaurants, cafes, and grocery stores reduce their environmental footprint, while also saving money on meals. This approach strengthens the relationship between consumers and businesses, making food waste reduction a shared mission.

The initiative has expanded rapidly since its founding in Denmark in 2016 with couple of friends, now operating in many countries across Europe and North America. Too Good To Go partners with a wide range of businesses, from small, family-owned restaurants to major supermarket chains, allowing it to tackle food waste on multiple levels. This broad reach has allowed the company to save millions of meals from going to waste.

Webpage : https://www.toogoodtogo.com

Relation with Give a Chance Programme : Food security is a global issue especially in Euro-Med region with the increased agricultural production and lack of access to the food by the low-income populations. “Magic bags” benefit the poor and people who has risk of poverty to reach out the food in low cost. Therefore, it is evident that such programs and initiatives might help the issue of the food security and access to the food in the regions involved in the program.

WORKING WITH LOCAL COMMUNITY

Your role is to empower and create a social change in your local communities. To do so, there are several ways to engage with the local community and develop activities for them to implement and tackle with the challenges in the communities. In this aspect, you as young person should consider one more time : *"What do you want to do? Is that aligns with the wishes, interests or ideals or the local community?"*. The reason behind that, the community ownership in short-run can help you to engage the local community to implement activities without any obstacles while in long-run it can help you to upscale your business to the other places and tackle with the challenges in the communities.

While you are experts about the life of young people as young person. The people in your communities are experts in where and how they live. Learning from that experience is crucial while working with local communities. You should engage people from your own community concerning to the target groups that you want to work with. If you want to work with people with disabilities, people with disabilities should be in your project team as a part of your team so that you can provide correct assistance, service and goods to them which fits to their interests and needs. You might not know what the people are suffering due to your position in your community and make assumptions about the issues in the community.

Assumptions are good at first stage, but not in the planning phase. You might assume that refugees are suffering because of the language barrier, but they might have prospects to return back to their country or they do not have any interest on learning the language. Therefore, it is important to understand, evaluate as well as ensure that the projects that you have planned is actually addressing the needs and interests of people who are your beneficiaries. **As Give a Chance Program ; we prioritize the rule *"Do no Harm"* during the implementation of the projects**. Now, you might question yourself by thinking, I am focusing on a social issue and trying to create a social impact in my community, "How can I do a harm?". You might not realise the socio-cultural context while developing projects and its impact on the process.

Here, we will give you a hypothetical situation that can reflect the situation and increase your understanding about "Do no Harm" principle and importance of working with local communities during development, creation and implementation phase of the project management. A group of experts from Country A's development agency comes to the village X in County Y which is highly conservative, and the women has lower possibilities comparing to men, then see the need of a water distribution system as the women is carrying water for 5 kms from a water fountain to their houses every day because there is no water distribution system in the village. Thus, the experts from the development agency think that it is the best for the women if they have water directly in their house rather than walking for 5 kms every day. Then they build up a pipe system to deliver the water from the fountain to the houses of the women. As a result, the women had an opportunity to meet with other women of the village because there was not any more a need to go to water fountain to bring water to house. As there was no need to go out of the house, there was no place to socialize, which result with women entrapping in their houses. As a result, the women in Village X, broken all the pipes, because socializing had more importance for them in comparison to having water in their house. **The experts did not engage with the woman, did not ask their wishes or interest and done the necessary thing as they have deemed that it would be the best for the woman.**

In the example above, we tried to illustrate the fact that, **you have to consider not only the needs of the people, but their interests, wishes and prospects from the life while working with them.** It is the same while working with communities. The value of engaging with communities is extensive. As we have said, they are their experts of how to live and what they want. **Leveraging the local knowledge, perspectives, experience, networks, social capital and skills are key to planning, designing and delivering activities or projects.** In addition to that, the success and achievements of the projects that are embraced by the local communities is relatively higher than the projects that are not supported and accepted by the communities.

Moreover, **you have to involve the people from the community to the decision-making processes, not only the design process of the activities**. **Their engagement would help the success and achievement of the project as they will be more likely to feel a sense of ownership, spread the word (*i.e. Word-of-mouth marketing*) and be advocates of your work.** Jointly planned services or initiatives will lead to better outcomes for communities by addressing real needs such as adequate services, opportunities for young people. Moreover, these collaborations are not only more financially efficient but also help build the capacity of the communities to take action, enable local people to better understand the communities they serve, and improve both the mental and physical well-being of residents through increased involvement and connection. This approach offers a compelling "triple bottom line" of social, financial, and personal benefits. [7]

Therefore, as a team, you might consider engaging people from community to your development process to increase the impact of the project as well as collaborate with the community to promote your services among the people. **Community engagement will bring set of fresh eyes to your projects as well as diverse perspectives which you did not have to increase their involvement.** It will provide individuals, stakeholders, and community groups the opportunity to understand and contribute to your projects by engaging the community members to your projects.

Co-shaping, co-developing and co-inventing new solutions will help your projects to grow in a better way. When the businesses engage a diverse-cross section of the community, they can identify the issues that are exists in the community that they are serving. In addition to that, it creates a culture of trust between the community and the initative which could help your initiatives to grow in a better and nurturing environment. Moreover**, working with community requires empowering the community as well.** It is not a one-way street that you benefit from the community but not give any thing to them. You are going to be working with populations which are disadvantaged or excluded. Your focus should be increasing the resilence of communities towards to the issues that they can benefit from your projects and after your engagement ends, **they can benefit from the experience that you have built upon.**

Community empowerment refers to the measures to increase the degree of autonomy and self-determination in people and in communities to make them able to represent their interests by themselves while acting their own authority. In other worlds, increasing their capacities to do things that they instructically value. Community empowerment requires that the people are

[7] Local Trust. (2022). Working with community groups: Why and how to do it Guidance for public agencies. Retrieved from https://localtrust.org.uk/wp-content/uploads/2022/10/Working-with-community-groups-Guidance-for-agencies-2022.pdf

control of their lives rather than the external factors and they can act on their own interest for themselves.

WHO refers to the community empowerment by underlining the following aspects[8] :

- **Community empowerment refers to the process of enabling communities** to increase control over their lives.
- **Communities are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities**. These communities could be local, national or international, with specific or broad interests.
- **Empowerment refers to the process by which people gain control over the factors and decisions that shape their lives**. It is the process by which they increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control.
- **Enabling implies that people cannot 'be empowered' by others**; they can only empower themselves by acquiring more of power's different forms.

Community empowerment require a norm change *i.e. deconstructing the realities where the inequalities occur* and changing or shifting the paradigm of the structures that enables and fuels these inequalities[9]. In other words, we have to deconstructed the power to provide spaces for the people who are disadvantaged and excluded in the communities to actively participate and change in their surroundings. In our example concerning to the women in the village, the women did not want to have the water in their house, because they did not have any means to socialise as they did not have power over their lives to be able to claim their own space due to traditional norms keeping the woman at home. **Therefore, it is important to understand that, while dealing with communities, we have to deconstruct these realities where, how and when they occur and tackle with the hindering aspects of these realities.**

Nature of power is to reasset itself. The structures run deep and they are bigger than the people and bending them is not as easy as trying to navigate within that structures. You might need to tackle with these power relations in the communities for creating change. For example, you want to work with refugees who are often excluded from the host communities, you might receive a backfire from the community just because doing something with them. Therefore, it is important to engage the host communities to the program to create a dialogue and make the benefit of both refugee and host communities to navigate the backfire form the community.

The community empowerment has four key points[10], to improvide the lives of the people you are going to work with while increasing their capacities to act about the issues that they value. These key points are :

1. **Community empowerment should be seen as involving far more than just shaping and choosing services** and 'empowered' individuals do not necessarily mean that we have empowered communities.
2. **Community empowerment should be happening in a collective,** rather than only personal, setting.

[8] Open Learning. (2024). Empowering communities. Retrieved from https://www.open.edu/openlearn/money-business/leadership-management/empowering-communities/content-section-1
[9] Pettit, J. (2012). *Empowerment and Participation: bridging the gap between understanding and practice*. Institute of Development Studies, Sussex, UK. Retrieved from https://www.un.org/esa/socdev/egms/docs/2012/JethroPettit.pdf
[10] Changes. (2023). Community empowerment Retrieved from https://changesuk.net/themes/community-empowerment/

3. **Community empowerment should be seen as an integral part of working,** as *a process* which focuses on how we work in empowering ways; and as an *outcome* – for both communities and agencies; a change which is enduring, which is intended to improve the quality of life for communities and their environments
4. Despite the terminology, '**community empowerment' is not just about communities, it is also about organisational structures and processes being 'empowering'**

It can be seen that, community empowerment requires more than empowering individuals but developing the capacities of the communities that we serve and we work with. It is not only engaging the communities directly as a beneficiary and serve for them, but engage them to each process of the projects.

Community empowerment is about working in ways which empower people. DiCE framework[11] on community empowerment provides us the pathway to work with the communities while we empower the people and create systematic and long-lasting change:

- *By '**confident'**, we mean, working in a way which increases peoples skills, knowledge and confidence – and instils a belief that they can make a difference*
- *By '**inclusive'**, we mean working in a way which recognises that discrimination exists, promotes equality of opportunity and good relations between groups and challenges inequality and exclusion*
- *By '**organised'**, we mean working in a way which brings people together around common issues and concerns in organisations and groups that are open, democratic and accountable*
- *By '**cooperative'**, we mean working a way which builds positive relationships across groups, identifies common messages, develops and maintains links to national bodies and promotes partnership working*
- *By '**influential'**, we mean working in a way which encourages and equips communities to take part and influence decisions, services and activities*

These strategies are defined to address the existing issues to empower communities and create a systematic change in the local communities for the development of the new systems and initiatives that promotes the equality and change in our communities. In addition to that, it is required to promote the issues while developing systematic change by using not only the means of charity or philanthropic activities *(as we have defined the differences),* but using economic activity to create a social change.

Working with local communities are extremely important for social businesses. You have to address the issues of your local, national or global community by the ideas and projects that you are going to develop within this program. Therefore, it is important to understand the aspects and principles that we have defined which might be of help you to create your own pathway to tackle with these challenges in your communities. In addition to that, in short-run, you will have a informal setting through in long run, you might evolve to private entities. Therefore, it is important to understand the implications and engaging the local communities in this processes.

Working with local communities will help you to sustain your projects. If the local community internalises your idea, they will help you to create revenues through donations or fundraising or impact investing mechanisms. However, if you do not have any connection with the local

[11] Changes. (2024). DiCE Framework. https://changesuk.net/wp-content/uploads/2009/05/News006DiCE.pdf

community they will not be aware about your projects which will hinder the possibility for you to sustain your projects. Therefore, we suggest you to engage the local communities as much as possible to your projects so you can benefit from their expertise, knowledge and skills while as well as the financial resources or networks that they can enable you to reach out financial resources.

As a business practice, the engaging with the local communities and working with them will enable several aspects in your projects from reaching out more people, upscaling opportunities and creating more impact in higher level. There are several strategies for businesses and local governments to provide strategies for the community engagement and we have identified and adopted these strategies for you to engage with the communities that you want to serve in a good manner.

Keep accessibility top of mind

When the businesses use a combination of community engagement tactics, they can overcome common barriers to engage people such due to different time schedules, commitments, abilities etc. In addition to that, keeping the accessibility not only for the people who are people with disabilities but as well as the people from different cultures, commitments and disadvantaged communities is important. The accessibility is not only *facilitating the access for the disabled* which is a common understanding of the accessibility in the consortium countries, but beyond. Therefore, develop strategies to engage the disadvantaged communities to the process.

In addition to that, you do not have a legal personality and legal obligation as project teams, though, it does not mean that you can exclude people, therefore it is important to include people through developing facilitative aspects of engagement.

Create beautiful (and engaging content)

You need to use the attractive and engaging content to increase your outreach to create a community who supports you in long run. While creating content, you should adhere the rules of the program which we have explained below in detailed.

Creating impactful experiences that capture attention and drive participation will help to build trust and confidence. While it's important to be factual, you can encourage people to participate in their projects by sharing stories and creating an emotional connection. By creating this connection, you can build social capital which can help you to reach out more people and more funding organizations in long-run.

Ask the right questions

You should benefit from the knowledge, skills and resources of the local communities. Though, it is important to ask the right questions at the right time.. Researching the community and collaborating with key stakeholders can help to unlock valuable perspectives and highlight points of tension which might help you to withdraw some of your ideas and use your resources to more acceptable ones.

You should be ready to engage with the community in a meaningful way and take time to research and understand the real problems. It's also a good idea to engage the community as partners in the design, testing, and revision of the activities that you plan. Community representatives can help to identify any required changes to make it more viable. **In needs-asssesment section, we have explained the techniques to reach out the communities to implement needs-assesments correctly and enriching for your ideas.**

Ensure that people feel safe to share their feedback

You should ensure that the feedback about your projects from the community members are appreciated by you. In that way, the community members will be more willing to give honest opinions about your projects and ideas as they truly believe and trust you about your ideas. Thus, it is important to create meaningful conversations and dialogue with people from the development of the project ideas to the finalisation so that the people understand the process, goals, and intended outcomes.

You should as well as share about your projects in a transparent manner before, during and after of your activities so that the people are informed about what, where and how they are going to engage in your activities. By being honest about your ideas and your project, you are opening yourself to set of opportunities that you can benefit from the community. In case of an issue that you are encounturing during the implementation period, by being honest about your issues from difficulties to secure long-term funding to reaching out target groups, can faciliate the overall process. In addition to that, it can encourage more people to engage in your project in the future.

Share and promote all opportunities to engage

People need to be aware of their opportunity to participate in the community engagement process. That means that it's essential for you as project teams to promote every opportunity to engage across an integrated mix of social and mainstream media. An effective communications plan also ensures that the right people are reached in order to meet the project's engagement requirements. For example, you want to reach out the kids, the social media might not be your place as you need to engage the parents, or vis-à-vis you want to engage the elderly, using mainstream media such as newspapers or TV channels might ease your life than using the social media. Thus, creating ties with the communication channels that you plan to use and having a detailed communication plan (we have underlined the possible ways to develop one in next chapters), would facilitate your life to engage with the wider community.

People lead busy lives, so it's likely that the community will need to be exposed to the project several times before they engage. Online platforms can also open up opportunities to retarget community members on digital channels, such as Facebook or Instagram even TikTok. Remember that repetition creates recognition and a message needs to be repeated frequently to create awareness.

Actively connect with diverse participants

As a project team, you should acknowledge the diversity and its positive impact on the decision-making processes. Different identities and traits, such as race, gender, ethnicity, socioeconomic status, culture, and (dis)ability need to be included. When diverse voices are actively considered in the design of solutions, the projects are more likely to deliver equitable and successful outcomes. Diversity also helps groups to analyze the facts more clearly and creates clarity on the real problems, helping to shift the entire community forward. Local communities are often made up of many cultures and demographic groups. So, it is important for you to research these groups and plan their engagement activities accordingly. Consider any participation barriers to ensure all groups have equal access to get involved in decisions that impact them.

Remain agile and efficient

Social entrepreneurs need to be agile in order to respond to the community's feedback in a timely way. That's why it's important to capture and activate feedback throughout the entire community engagement process, from planning to development, launch, and review. If a project is rejected by key stakeholders in any way, an agile community engagement strategy ensures that you have the capacity to adapt. Online community engagement platforms also enable you to review data throughout the entire project. Thus, you should use online channels such as Instagram and make pools or content and check the reactions of the overall community concerning to your projects and ideas. This means that throughout your project lifecycle, you pick up on any changes in sentiment or identify gaps in representation.

Consistently close the loop

When social entrepeneurs ask people to share their feedback, it's vital that they report back as to how that feedback has been used. Closing the loop with a comprehensive community engagement report shows respect and encourages further participation. It also motivates people because they can understand other perspectives and how their input was used. Describing who engaged also helps the community to identify if the people and groups who are likely to be affected by the work you do and had the opportunity to participate. It's important the community feels that the feedback used was representative. So, you should be able to explain how you included the people with disadvantages and how they wereempowered to get involved and how this opportunity was made accessible for people.

Reflect on your community engagement strategy

At every stage of a project, you should take the time to reflect by evaluating the feedback and the return from the community concerning to your activities through quantitative and qualitative metrics. They would help you to understand your impact in each stage of the project. Planning, implementation, completion, and reporting are key evaluation phases in which you can take a step back, reflect, and evaluate. When you understand the effectiveness of their community engagement project *i.e. social entrepreneurship project in Give a Chance context*, you can take corrective actions and enhance your efforts in the future.

Don't be scared of growth

Effective community engagement is powerful, but only a small percentage of the population participates in most of the work. Do not feel bad or demotivated about that. If you understand the motivators and demotivators alike, you can encourage more people to get involved in crafting innovative solutions to the big issues with you.

Always keep in mind that community engagement should be a process of collaboration and co-learning. When you extend a genuine invitation to participate for the community members to engage with your activities whether it is planning, developing or solely benefiting from it or not, that can make people feel heard and safe to share. But they also have the opportunity to showcase how input translates into effective outcomes, and report on their learnings transparently. This can encourage deeper and more meaningful community engagement from a greater variety of community members.

In conclusion, we have shared the aspects of the working with community in this chapter for you as young people to engage with your local community while developing and implementing activities with and for them. You should never forget, you are not alone but you are the member of the community that you are trying to change. It is important to engage them to the overall development, creation and implementation process to ensure that they can both benefit and engage in your project ideas. In addition to that, engaging community will help you to develop actions which reflects the needs and interests of your community while promoting their engagement in a meaningful way.

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 you to 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[12]. 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[13] 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

12 World Bank. (2024). Turkey overview. https://www.worldbank.org/en/country/turkey/overview
13OECD. (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[14], 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[15]. According to Next-Generation Turkey Report[16], 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[17] 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.

---

14 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
15 OECD. (2021). OECD economic surveys: Türkiye 2021. https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-turkey-2021_2cd09ab1-en
16 British Council. (2020). Next Generation Turkey. British Council. https://www.britishcouncil.org/research-insight/next-generation-turkey
17 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[18]. 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[19], 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[20] 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

18 OECD. (2024). Turkey - OECD Better Life Index. https://www.oecdbetterlifeindex.org/countries/turkiye/
19 OECD. (2023). OECD economic surveys: Türkiye 2023. https://www.oecd.org/en/publications/oecd-economic-surveys-turkiye-2023_864ab2ba-en.html
20 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[21] 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[22]. 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[23], **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**

---

21 British Council. (2020). Next Generation Turkey. British Council. https://www.britishcouncil.org/research-insight/next-generation-turkey
22 OECD. (2021). OECD economic surveys: Türkiye 2021. https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-turkey-2021_2cd09ab1-en
23 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[24]. 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.

24 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[25]. 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[26]. 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.[27] 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[28] 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 you as 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 to work one particular issue rather than trying to cover all issues we mentioned.

---

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

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

27 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.

28 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[29]. 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[30], 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.[31] **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[32] addressing these imbalances will require a rethinking of the distribution of economic resources and a more

29 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

30 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

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

32 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.[33]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.**[34] **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**[35]. 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[36], 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

33 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
34 Ibid.
35 Human Rights Watch. (2023). World report 2023: Spain. https://www.hrw.org/world-report/2023/country-chapters/spain
36 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[37], 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.[38]

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

38 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.**[39] 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[40]. 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**[41]. 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[42] 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**

39 OECD. (2024). Better life index: Spain. https://www.oecdbetterlifeindex.org/countries/spain/
40 Ibid.
41 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
42 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.[43] 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[44], **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.[45]

Digital transformation is one of the key challenges facing the Spanish economy in the coming years. According to the Bank of Spain[46]; 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,

43 Ibid.
44 OECD. (2024). Better life index: Spain. https://www.oecdbetterlifeindex.org/countries/spain/
45 OECD (2023), Boosting Social Inclusion in Spain: Improving Pathways and Co-ordination of Services, OECD Publishing, Paris, https://doi.org/10.1787/56b604a0-en.
46 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[47], **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[48].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. You as project teams should develop projects with a structure and try to understand the overall social issues in your communities. You should not focus on simply every issue that you see but choose one single issue among all and tackle with the root causes.

47 INJUVE. (2016). Informe Juventud en España 2016. Retrieved from https://www.injuve.es/sites/default/files/2017/24/publicaciones/informe-juventud-2016.pdf

48 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.[49] 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%[50]. 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.[51]

---

49 OECD (2023), Agro-food Jobs for Youth in Egypt, Morocco and Tunisia, OECD Publishing, Paris, https://doi.org/10.1787/0c82d2e9-en.
50 Morocco Country Youth Profile. (2019). Islamic Development Bank, https://www.isdb.org/sites/default/files/media/documents/2020-09/Morocco%20Country%20Youth.pdf
51 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[52]. 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.[53] 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[54] 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.[55] 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

---

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

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

[54] 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

[55] 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[56]. 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.[57] 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.[58] 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

---

[56] 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.

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

[58] 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[59].

In terms of gender inequalities, Morocco is 136th country among 146 countries in the world according to Global Gender Gap Index 2023.[60] 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.

---

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

[60] 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.[61] 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.[62] 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.

---

[61] Arab Barometer. (2024). Arab Barometer VIII: Tunusia Report. https://www.arabbarometer.org/wp-content/uploads/ABVIII_Tunisia_Report.pdf

[62] 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.[63] 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.**[64]

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.[65] 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

---

[63] *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

[64] 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

[65] 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.[66]

Additionally, there is a growing **mismatch between the skills that the education system provides and the needs of the labor market**.[67] 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[68]. 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,

[66] 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.

[67] 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

[68] *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.[69]

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[70].**

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

[69] 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

[70] 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.**[71]

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.[72]

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[73].

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.

---

[71] *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

[72] 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

[73] 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[74].**

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.[75] 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 you to tackle with these challenges.

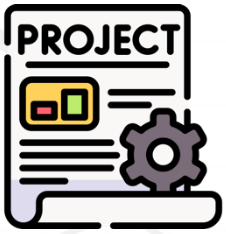
---

[74] 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
[75] Arab Barometer. (2024). Arab Barometer VIII: Tunusia Report.

NEEDS-ASSESSMENT TECHNIQUES TO DEVELOP PROJECTS

The projects are consisted of several aspects, but we implement the projects because we see a "Need" to implement them in our community, in regional or national or global contexts. However, when we see a need, all do not reflect the issues in the communities from our perspective. Therefore, there is a need to implement needs-assessment prior to the planning phase to ensure that the problems or issues that you have identified has strong foundation to start with.

In this chapter, we have explained how to do needs-assessment which can as well help you to develop evaluation tools with the mentors in later stages to ensure that the project activities are evaluated and implemented to achieve the results that have intended in the planning phase. The **project is divided to the three major phases : definition, implementation and evaluation.**



Definition is all the planning and preparation work from the needs analysis to the definition of the objectives, identification of activities and necessary resources. This is often "overlooked" as it is "invisible" and only be carried by the project teams to understand the social reality, develop the ways to tackle with the social reality and the decide on necessary resources to tackle with this reality. In this section, we will cover the part about the preparation work from the needs analysis section. *"Why do we do the needs analysis?", "For whom we are doing the needs analysis?", "Where is the start of the idea and the justification of your approach to tackle with it?",* are the questions that we will try to answer in this section. The rest of the sections are explained under **"Developing Projects"** chapter to show you each aspect from developing the objectives, activities, identifying risks and tackling with these while developing strategies to monitor and evaluate the project activities.

The implementation phase often overlaps with the definition phase, because many tasks that are already part of the project would take place while some definition work is still ongoing. The implementation phase should consider the actual activities, how they inter-connect (that part often intersects with the definition phase), management of the resources whether human or financial, the communication and public relations strategy, the process for evaluation and monitoring and the ways to involve local communities.

The evaluation phase is the part that the project comes to an end, however the project is not finished with the end of activities, just as a part of the definition is *"invisible"* to the public. There are several procedures linked to the evaluation such as *checking what has been achieved and what was not achieved, the impact on the community and on the organisation i.e. project teams, the follow-up measures and developing sustainability plans, writing and creating the final report.* That is explained under **"Reporting"** and **"Monitoring and Evaluation"** sections.

Therefore, we will work in this chapter for you to be able to define the needs *i.e. identify the problems and issues by implementing activities to understand the needs, interests and wishes* of the communities. The needs might be visible for you but it might not develop an interest in your communities due to that, without understanding the interests and wishes of the communities, your projects might be unsuccessful due to lack of interest as a result because of lack of participation by the community.

A needs assessment refers to the systematic process of identifying and understanding the needs, problems, and priorities of a target community or population. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need and it is then used for the development of a business case that builds the foundation for determining the project objectives. A needs analysis should be done thoroughly before starting to develop the project activities to ensure that the activities address the realities in the communities as well as overall idea does no harm and contributes to the social change. In that way, the needs analysis can be done to ensure that the projects are aligned with the local communities' interests as well as your project teams' visions and missions to engage in this program.

The needs assessment requires a set of steps ensure that the projects focus on the real issues than solely, the interests of the project teams but addresses the issues in the communities. Here is the list of steps to follow that, the needs assessment process is done correctly to identify the problems and issues as well as the priorities of the communities.

Steps of Needs-Assessment

Defining the scope

Before starting to asses the needs of the communities, you have to define the boundaries of the assessment. That can be the geographic area, specific part of the population like women, young people, LGBTQI+ people etc. For whom you want to work with, you should define in this stage. *"Laswell Method"* or you might heard as *"5W"* can provide you a pathway to clarify and define the scope of your projects as well as the assessments of the needs.

Steps for defining the scope :

- Define the geographical focus
- Define economic status
- Define gender
- Define ethnicity, race, specifics of the target group
- Define your specifics of target group (young people, businesses, women etc.)
- Define the number of people you want to work with

In this way, you will be able to focus on solely the part of the community that you want to work with. It will help you to have a clearer aim and pathway to understand the needs and interests of the communities that you want to work with.

In this step, you can as well check the literature written concerning to the specified group and try to gather statistics of *unemployment, poverty, the education attainment, engagement to the cultural activities etc.* to pain the picture of the issues in a broad sense.

Data Collection

As project teams, you might not have enough skills or not have opportunity to collect the data. However, it is not only for you to develop the project but understand the overall context of your local community. For data collection, there are different ways and methods to collect the information which we will explain in this section and provide you with examples. You can use surveys, focus group meetings, interviews, observation or reviewing the already existing information from third party resources as a start for your needs assessment data collection process. Below, how and which context you can use these methodologies of data collection and what is appropriate for your usage during both planning and evaluation purposes.

Surveys

Surveys are structured tools used to collect data from a large number of respondents in a standardized way. They typically consist of a series of questions (either closed-ended or open-ended) designed to gather information on specific topics or opinions. Surveys are useful for obtaining the quantifiable information though you can use surveys to receive feedback through open-ended questions.

Example: Let's say you are planning to develop a project focusing on the job opportunities for young people and you have planned to send out an online questionnaire to young people in a community to gather their views on job opportunities and youth engagement programs.

You can either use Yes/No Questions to construct this survey or use more complicated and hard to analyse options which are **Likert or NPS Scale**. Likert is a tool which often used for this purpose by the evaluators and it is easier to implement comparing to NPS Scale. That's why, we will give an information about the Likert Scale briefly, though before implementing such a survey for needs-assessment we suggest you to go through several readings to understand in a deeper way how it functions.

A Likert scale is a commonly used rating scale in surveys and questionnaires to measure people's attitudes, opinions, or perceptions. Named after psychologist Rensis Likert, it typically asks respondents to indicate their level of agreement or disagreement with a statement, or the intensity of their feelings on a given subject. Respondents are asked to select the option that best reflects their opinion. Likert scales are widely used because they provide a simple, structured way to capture nuanced opinions or attitudes, allowing for quantitative analysis of qualitative data. The scale usually has 5 to 7 points, with each point representing a different level of agreement, for example:

5 point-Likert Scale :

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

You put a statements, like following for our example on youth unemployment. Statements:

1) **"In our community, there is a problem about youth unemployment"**
2) **"Young people needs job opportunities"**
3) **"Young people are lazy, that's why they do not work"**
4) **"Tourism sector is best for young people to have a job in our community"**
5) **"Agriculture sector is best for young people to have a job in our community"**

From the responses, the people whether agree or disagree, you get the median value of the statement's responses from 1-5. Let's say, the median value of "Tourism sector is best for young people to have a job in our community" returned as 4,2 among the all responders and "Agriculture sector is best for young people to have a job in our community" returned as 2,1. Therefore, **you can interpret this information that**, the people are more interested on the opportunities aligning to tourism rather than agriculture. That's why, we should align our project with promoting tourism and creating tourism opportunities for young people rather than agriculture because they would not involve in that.

That's not a final data, you have to check several issues by employing several statistical methods *(which we do not expect you to do so or we suggest you deal with it),* though in the preliminary stage you would be able to say that these are the issues by using the information gathered from this. In addition to that, you can understand the frequency or the satisfaction of the people about the issues by using the following scales :

- ***Frequency*** *(e.g., Never, Rarely, Sometimes, Often, Always)*
- ***Satisfaction*** *(e.g., Very Dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied)*

In evaluation stage, you can do the same to understand the satisfaction degree from your activities by using the question "What is your satisfaction degree from the activity A?". In that way, you will be able to collect the data and learn from the lessons besides the need analysis to develop your activities.

We strong suggest you use surveys as a data collection method whether it is to do needs-assessment or to do evaluation during your activities. You can implement the surveys by using Google Forms which is easier to use or different tools such as Survey Monkey or Typeform. If you need help to construct the statements and questions, you should work with your mentors or ask for coordination team to provide you with information and assistance.

We know, the implementation of these tools are complex and we are here to help you and assist you in the process.

Focus Group Meetings

You can implement focus group meetings by choosing a smaller sample and ask their opions to make sense of the overall process. Focus groups involve gathering a small, diverse group of people to discuss specific topics or issues. The focus groups are usually led by a facilitator, participants are encouraged to share their thoughts, experiences, and ideas. This method is useful for generating in-depth qualitative data, exploring complex issues, and capturing diverse perspectives through group dynamics.

However, in comparison to the survey, focus group meetings require a really high skill set to extract the information from the people. **You should only but only employ this method, if you are confident on yourself that you can get right answers and usable information from the people. Otherwise, it can be turn out not productive and helpful to you and become waste of time for not only you but the beneficiaries as well.**

There are several ways to conduct focus group meetings : structured, semi-structured, non-structured. Structured focus group meetings have already existing questions to be asked, and these questions are followed and the responses are gathered from the participants. Semi-structured focus group, the facilitator has a set of guiding questions or topics but allows flexibility in how the discussion evolves, therefore, it is important to have skills to facilitate this discussion and be sure that the discussion do not go out of the topic. A non-structured focus group has no predefined set of questions. The facilitator encourages an open conversation, allowing participants to lead the discussion with minimal guidance. The goal is to see where the discussion naturally flows, revealing organic insights and opinions which can go better or worse places. Therefore, it is important to keep on eye on the dicsussion and lead the discussion through the direction that you want to learn information about from the participants.

The data analysis has several methods to employ. Through, the easiest method would break down to themes and discussion points i.e. implementing a thematic analysis. **Thematic analysis**

of focus group meetings involves systematically identifying, analysing, and reporting patterns (themes) within the data collected during discussions. However, this process might take a very long-time for you to analyze the overall data.

Therefore, it is important to keep notes for your projects during the discussions and gather the most important information and develop an idea and understanding of the community's perspective on your project, their interests, the ideas, wishes and interests. **You should not spend too much time on the analysis but understanding the overall interests, wishes and needs of the participants if you plan to do focus group meetings to prevent time consuming process for yourself as the projects should be done in 6 months period.**

Interviews

You can ask one by one the problems of people in your community to develop a overall aspect of their needs, interests and wishes through interviews. Interviews are one-on-one or small group conversations aimed at gathering detailed information from individuals. They can be structured (with predetermined questions), semi-structured (with some flexibility), or unstructured (free-flowing discussions). Interviews are particularly useful for gaining deep insights, personal experiences, or expert opinions. You might say right now, what is the difference between focus group meetings and interviews; the main difference between interviews and focus group meetings lies in the format and dynamics.

Interviews are typically one-on-one, allowing for in-depth, personal insights from an individual, with the interviewer maintaining more control over the conversation and the ability to probe deeply into specific responses. In contrast, **focus group meetings involve a group of participants (usually 6-12) who engage in collective discussions**, where participants not only respond to the moderator's questions but also interact with each other, generating a broader spectrum of opinions. While **interviews provide detailed, individual data in a private setting, focus groups reveal collective attitudes and group dynamics, though participants may be influenced by social pressure.** Interviews tend to result in more structured, confidential responses, while focus groups offer diverse perspectives but with less depth on individual experiences.

We suggest you to use the interviews in case that you are planning work with a small amount of people or organisations (5-10) to analyse their needs to implement your activities. However, if you are working with a larger amount of target groups, implementing at least 30 mins of interview than taking this information to use it, might be extremely time consuming and demotivating for you. **You should not bury yourself a big chunk of data, it is neither expected from you nor wanted nor suggested.** The needs-assessments are for you to have a smooth and successful project, not for you to torture yourself as a researcher to go in a deeper way of research. The analysis methods of interviews are the same as the focus group meetings, you can break down the themes, or implement several analysis methodologies from critical discourse analysis to narrative analysis, grounded theory, thematic analysis, or content analysis, depending on the depth and focus of the data you want to extract.

However, again, you should gather notes during these interviews and implement your analysis trough, we have talked with person A on the issue of X and s/he gave us ideas about situation Y that we haven't seen and we learnt the following during this talk. . . This will facilitate your life and analysis process and you would not deal with data but have the idea already to report the issues in the needs assessment step.

Observation

Observation involves watching and recording behaviors, actions, or events in a natural setting without direct interaction. It is an effective way to understand actual behaviors rather than relying solely on self-reported data. This method can be either participatory (you directly takes part in the activity) or non-participatory (you watch as an outsider). **If you are working with children, observation is the best way to tackle with the issue. The other methodologies that we have explained above require huge amount of expert tweaking to make them suitable for the minors.**

Example: An NGO working a community centre to promote social cohesion between refugees and the host communities and they have activities for both community to meet up and socialise together such as board games and cooking lessons. To understand the impact of their activities, they conduct a non-participatory observation by attending the sessions and quietly watching the interactions between the members of both sides and whether they seem comfortable with each other and learning from each other. The observer also takes note of any social dynamics, such as group cohesion or language barriers. The goal is to observe real behaviors and interactions to understand the participants' engagement level, identify barriers to participation, and gather insights on areas for improvement in the program—without influencing the setting by asking direct questions or prompting responses.

This method is the method we expect from you to implement for the evaluation purposes at least to understand your project activities are contributing to the social change that you are planning to address or not. In that way, you can use this method to understand and say something about the impact of your project as well as the contribution to community.

Reviewing the already existing information from third party resources

This involves analyzing data or reports that have already been collected and published by other organizations, institutions, or researchers. It can include statistical reports, academic papers, government documents, or reports from non-profit organizations. Using third-party resources allows for building on existing knowledge and often provides a broader context for the research.

For example in each country, there is a Statistical Institute which you can gather the information about the demography, the labour statistics, educational attaintment which might show you the situation in a quantitative manner. Here are the webpages of the statistical institutes of the countries involved in the project :

- **Turkstat (Turkey):** https://www.tuik.gov.tr/en/
- **INE- Instituto Nacional de Estadística (Spain):** https://www.ine.es
- **Haut-Commissariat au Plan du Royaume du Maroc (Morocco) :** https://www.hcp.ma
- **L'Institut National de la Statistique: INS (Tunusia) :** https://www.ins.tn/
- **European Statistical Office (EuroStat):** https://ec.europa.eu/eurostat

These examples can be extended to the information that can be found from OECD (Organisation for Economic Co-operation and Development), World Bank, International Monetary Fund (IMF), etc. to understand and draw attention to a regionally or nationally recognised problem. These statistics would not help you to understand the issues of your own local community and most of the time you cannot find information about local communities. Though, it can say something about the general population in the country or specific region such as in South East of Turkey or

Andalucia or Sousse. You can see the context analysis of the countries above to understand the general aspect about how to use such data for need analysis.

Analysis

In this stage, you have to analyze the data to understand the issues derived from the information that you have gathered. As it is explained above, it can be implemented in different aspects but at final, you should be able to say something with the information you have collected whether to say *"Our project created a positive impact on the people according to the results of surveys, they have responded mainly satisfied or higher responses."* Or *"We have checked the statistics and we have seen that there is 35% of youth unemployment in our region, therefore it is important to skill up the young people to engage them with employment."* Or *"Local community has positive reactions towards to the projects related to tourism more than agriculture".* That final sentence matters what you have learn from this practice and how you are going to use this practice in long-run.

But do not forget, these are not scientific data and you are not doing science, you are trying whether your project is based on the needs that you have identified or your project created an impact in the end of the day. Even though, they are scientific methodologies, the science behind it requires expertise, some of you might have but we know that majority of you do not, it is a try out for you to be able to understand what it important.

Prioritization

You have to accept you cannot work with everyone and for everything. You have to identify the needs that are important and which of them that you can create a change. You have to prioritize, the prioritization process is not only what it is more priority for the society, but as well as what you can tackle with at the same time with the resources you have, and Give a Chance Programme provides you.

Not all identified needs can be addressed at once, so the you must prioritize based on factors like severity, urgency, the NGO's capabilities, and available resources. Let's say you have found out that there is a huge need on increasing spaces for women and that's requested by them, but you do not have resources to provide a separate space, creating home visits as a group of women to visit every women in a week will create that space as well because the main priority of the issue is to provide them space to engage with each other, not a physical space to engage with each other.

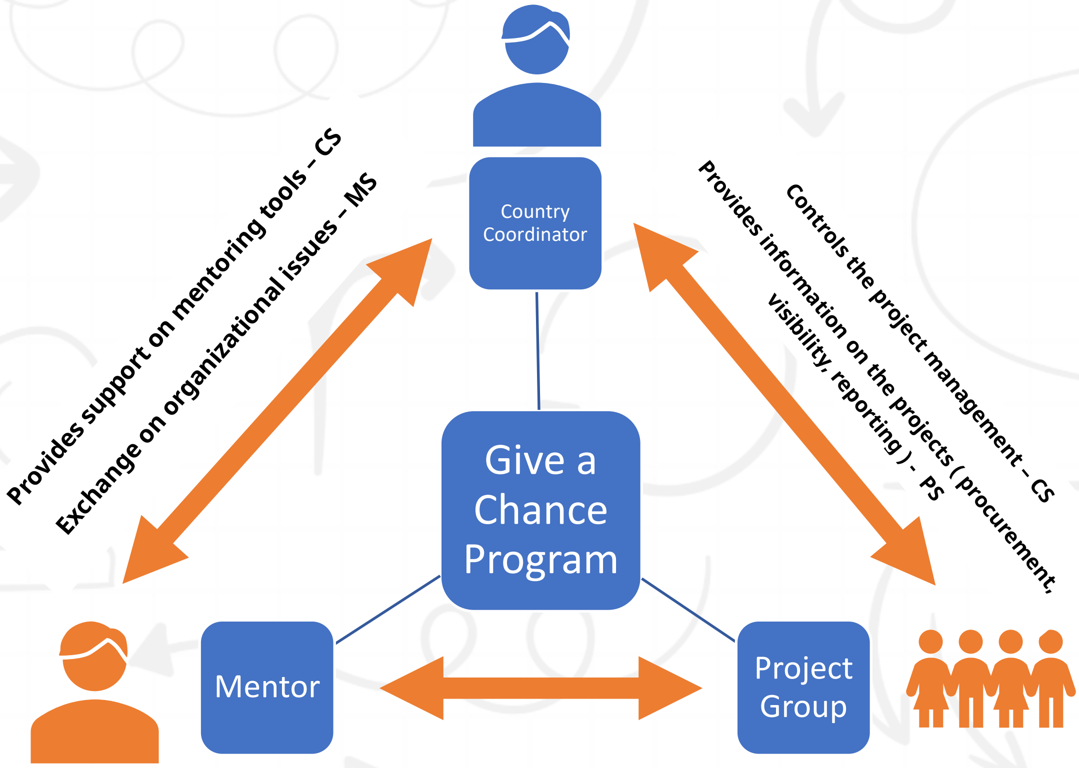
Reporting the needs

The results of the needs assessment are compiled into a small report that presents your findings, the tools that you have used and your action plan for the intervention. That is for "Why are you going to run this project?" question's answer. That you can use it to develop your project in the development phase with your mentors. By conducting a thorough needs assessment, you can ensure that your projects are relevant, effective, and responsive to the communities you serve.

In this chapter, we have tried to layout the process of needs-assessment in a brief way by presenting the methods and tools available and usable with little or less knowledge to implement needs-assessment. In that sense, by implementing these methods during both needs-assessment and evaluation procedures will help you to identify the issues in the communities in a clearer and straightforward way and help you to measure your impact in the end of the day.

STRUCTURE OF GIVE A CHANCE PROGRAMME

Give a Chance Programme is consisted of several intervention methodologies one is mentoring mechanism that you will benefit throughout the project development, implementation and reporting period. This process is not only between you and the mentors or coordination team, but it is a triangle. Mentors and country coordinators communicate through the program on different topics and the advancements of the your projects. This communication structure is presented to the you and mentors during training activities 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: You 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.

DEVELOPING PROJECTS

Give a Chance Programme is developed to provide you with skills and practical experience in development and implementation of social entrepreneurship projects. During this process, you have to develop project ideas to address the issues and implement these projects with the support from your mentors together and jointly. **Give a Chance Programme** requires continuous effort and support, not only during the implementation phase but from the very first day of planning and project development from both you and mentors. This ongoing commitment ensures that you are empowered and equipped to succeed in their social entrepreneurship journey. In this chapter, we have outlined the various aspects of how to effectively develop projects throughout your 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 you as project teams 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 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 you as project teams and 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. You as project teams working with mentors, we aim to 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-Development Process

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 young people, you are the community members as well as the experts of your own projects.** However, the mentors are your support and guidance mechanism throughout the project implementation process. They are experienced in project development with different expertise and knowledge while the you are both community members and initiators of their ideas. Your group members experiences 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 as the project team members *i.e. as mentees and* mentors and 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 guidance of 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, mentors' 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 you as project teams 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, **you should keep in mind that, this is a tryout place for your projects rather than whole overall project.** In addition to that, you should align with their goals, objectives and the issues that you are working as a team. Therefore, during the planning and conceptualisation process, it is important for 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, you should revisit your projects with mentors and request support and guidance from them through this process. While keeping in mind, **an idea is never a project**. You have to understand 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 your project journey as a team 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 as a team in the planning and conceptualisation phase.

Co-Designing and Co-Creating Projects as a Team

Now as you 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 come down from *"clouds"* to *"soil"*. So you can address the issues, enjoy and develop your 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 you as 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 beneficaries to support the idea.

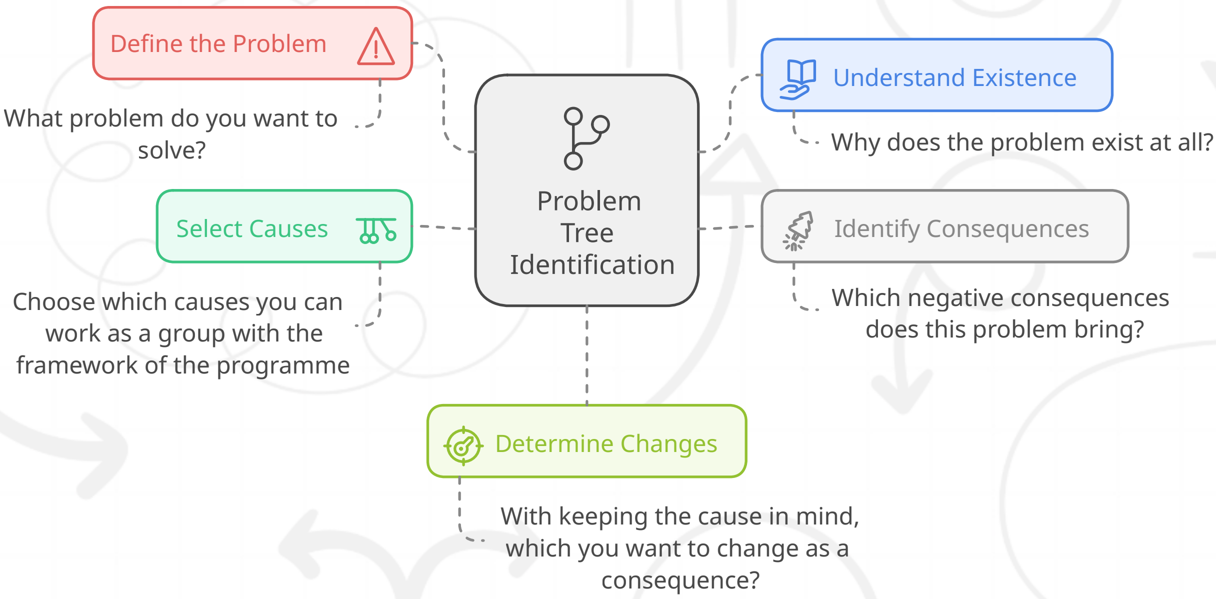
Mission : Your mission as project team should provide an actionable roadmap to achieve the vision that you have decided. It should articulate your purpose as the project team and give a specific roadmap which can be done to reach out the desired outcomes.

Before defining the objectives and goals, developing vision and mission statement shows the commitments from your side. You should try to question and reflect, why do you want to implement this project by finding right wording by questioning in a deeper level to reflect and choose your vision and mission.

Defining a mission would help their effort be aligned and ensure that you decisions are in service of your vision. **During the development of vision and mission statements, you should identify the problems that you 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, you as project team 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 you 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, you can align your ideas with the reality of your countries (please use the social context section) as well as your motivation to work on a specific topic. In addition to that, identifying the real causes and consequences might help you to divert from your original idea and make more sustainable, achievable and successful idea for creating a social impact. **Diverting from your original idea is not a bad thing!** It happens always as we do not see issues at first glance in our surrounding and when we gets our hands dirty, we are able to see more what can go right and wrong and what we should have changed at the first stage clearly. **Therefore, do not afraid from changes, it will make your life easier to deal with challenges.**



We have revised the problem tree identification to make it more clear for you to use it consecutively to address their issues as above. In training for young people that you have participated, 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 you to create clear and actionable time plan and budget and make you 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, you as the project teams should keep in mind the overall content of the program and the project activities.

"SMART goals" be new to you as you have small or little experience. 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 your projects should be clear and focused. Vague, broad goals are ineffective because they lack the necessary direction. The purpose of an 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 your progress during the project implementation process[76]. Define how you will measure success. During this process, you as 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 : You as project team have a time-limit to reach out your 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 your goals will help you grow, develop new skills, and uncover opportunities you may have missed. However, engaging yourself with huge objectives and not being able to reach these objectives might create a demotivation and drop-out from the program. During this process, you will have your mentors and coordinators to keep you in track through support and guidance and make you plan these strategically.

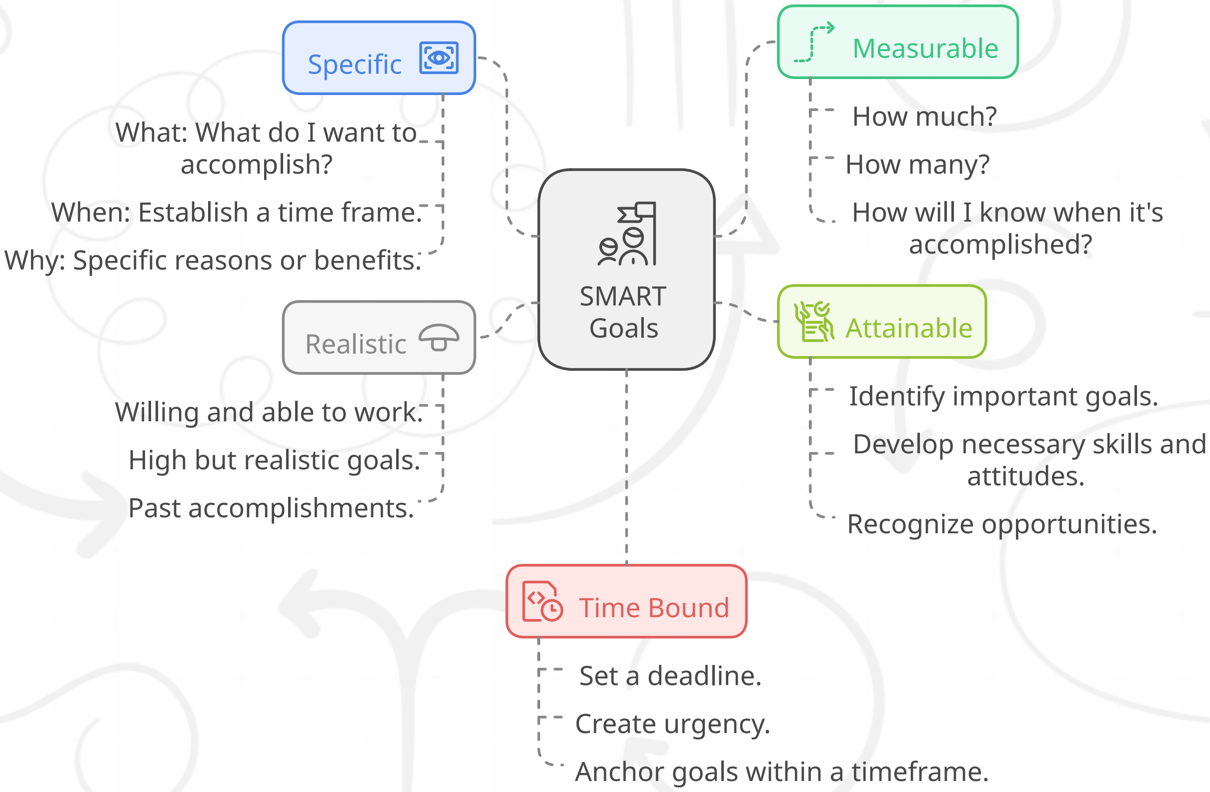
By planning strategically and allowing enough time to follow through, even ambitious goals can become achievable. However, you should keep in mind that within these projects, you have 6 month period. The key is not shrinking your goal, but expanding yourself to match it. As you work toward your goals,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

Realistic : A goal is realistic if it's something you as project teams are willing and able to work toward. Your goal can be ambitious, but it must also be grounded. High goals can be more motivating than low ones, as they push you to perform at your best. During this process, you can ask the mentors' guidance and experiences as the previous achievements and failures and make you consider what conditions need to be in place for the objective to be realised. If 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 you to set up SMART objectives for your projects. In case that, you have realised that you 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 you 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.

76 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.



SMART Goal Scheme

Besides, SMART objectives, you should keep in mind the specific and general objective as explained "About the Project" section while formulating your goals so that your 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 you as project teams and mentors with a clearer pathway to sketch your 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 you as 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 you with a clearer pathway to develop your project application forms.

In each section, you have will try to answer 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 your mentors. **During the implementation and co-creation process you should revise this canvas with your mentors 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 mentors to check where they are, what is done and what is missing so that you can get a support from your mentors 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 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 you 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 you already 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 you to define the issues more clearer.

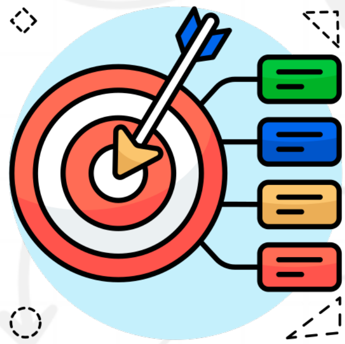
Example: "In the community of city X, youth unemployment rates exceed 35%, largely due to a lack of digital skills and vocational training opportunities, leaving young people disconnected from the labor market."

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 to deal with this issues in long-run. In both handbooks for mentors and for young people in this very handbook, this process is explained in detailed 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 you 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. **You can check the tools for needs-assessment in previous sections.** 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.

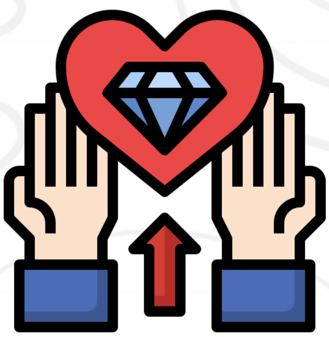
Example: Here is the example from our problem as youth unemployment.

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.** As a project team, you should keep that in mind, they might change, adopt the process or their needs and interests. Even though, you might have thought that you can reach during the project development process, in the field you might realise that reaching out these objectives is not possible. We explained in detailed, what to do during these processes in next, through come back here and revise your project objectives to ensure that your objectives 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 your ethical and moral foundations and feed by the vision and the mission statement that you have 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. As a **project team should identify your roles and responsibilities during this process with guidance from your mentor**, so that every one of you understand your clear contribution to the implementation of your 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, as project team; you 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, you as a team 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 you 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 you should ask as a team the following questions to yourselves:

- 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 have to 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 you and mentors 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, as as team; you basically should answer the question *"What difference will our project make in the long run?"* to indicate the overall change in the impact of your 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 entrepeneurial activity due to created businesses by young people involved in the project"*

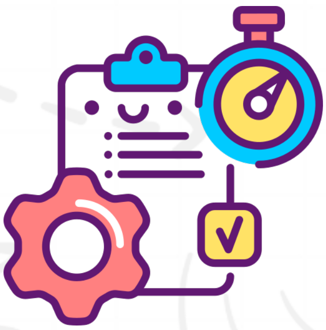
To measure both impact, there are several tools and ways we will introduce in the Impact, Monitoring and Evaluation section. The impact statements should be measurable with whether objective resources (such as reports from independent or national resources, yearly statistical data from governmental or 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 you as 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 you as 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 a project team that you should not forget that **"AN ACTIVITY IS NOT A PROJECT!"** through the implementation of you 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, you should identify the key activities for their projects. Developing a detailed action plan is important to ensure that your project progresses 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 contributes 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 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 ....
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 you 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. The mentors should guide you to follow these steps and support you during this process to ensure that you are in the right path for the development of your 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 : You 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, you should decide for whom you are going to develop this activity with specific numbers and specific gender aggregated data. These are not final numbers, you might not achieve and these should be revised in each step of the project.

Step 3 : Content of the activity : You 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 : You should plan the overall process of the preparation of the activity. If you want to meet with a mayor to secure a support for project, it means that you 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 implementing each activity.

Step 8 : Assign responsibilities : You 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 you as a team to respond quickly and adjust without derailing the entire activity.

Step 10 : Re-do all the steps for the next activity : When you finalise one activity, you should go back to Step 1 and follow all the steps again to the last. This will help you 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. You cannot claim costs of your work from the project as a team.** That should be clearly stated by mentors 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 guidance and approval of 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 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 you to breakdown the costs according to your 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 must 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 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. **As project teams, you should be able to use this flexibility in favour of yourself and inform your mentors and coordination teams according to your changing needs or possibility of using the organisation resources to reduce the costs.** For example, in case that camera equipment is required for your activity and the organizations might have these resource to provide you. In that case**, you should consult with**

your mentors to ask the organizations involved in case that they are aware that the organizations can provide the materials or equipment for your activity, your mentors should lead you 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 as a project team; you should create a detailed budget and think about all the expenses that might occur during this process. By doing so, you 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, **you 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, you 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.

You should benefit from your mentors in this process and ask you to lead into available funding resources and probably private resources which you can easily reach out in short-term process less than 1-2 months to implement your project ideas for the next process. Therefore, the stakeholder analysis plays a huge role here. For example, you 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, you 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 a project team you do not have legal status, though you 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 your project teams.**

For long-term purposes, you should think about the “Demo Day” structures which will enable you to reach out the investors and local community to request additional funding for your projects. In this segment, you 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, you 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. We have provided the tools to develop evaluation mechanisms for your projects under *"Needs-Assessment Section"*, therefore it is important to go back there and think about which tools might be useful for you to use it during the project implementation process as a tool to implement evaluation and monitoring.

During this process, **You should develop a set of indicators and means of verification to evaluate the impact created within your projects**. You 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 develop these indicators in project development phase and check monthly basis that you have reached or you couldn't or you have succeeded the expectations.

Qualitative indicators are descriptive and subjective measures that capture the nuanced experiences, perceptions, and behaviours of participants or stakeholders in a project. The indicators developed inform you 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 quantitative 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, even though we have provided a brief overview under Needs-Assessment Section of this book how to implement these activities, you might not have skills to do all these and analyse the overall process during the project implementation period. However, the organizations and mentors should support you 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 beneficiaries.

In addition to that, you can **Feedback Surveys (Open-Ended or Using Likert Scale)** surveys to gather the qualitative data or **implement interviews or observational assessments** about the perceptions, interests, needs, satisfaction and dissatisfaction of the participants of the project teams' activities. After defining their qualitative indicators, you can modify the feedback forms with your mentors' guidance to gather information from the projects to implement evaluation of your project activities.

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 you as 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 you 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. These methods might require higher analysis and might be complicated, we suggest you to go back to Need-Assessment Section to see how you can use these methods in a clear way as a project team.**

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 you to implement this in a small scale so that there are information concerning to the achievements of your projects and you have structured ways to define, measure and evaluate the short and long-term impacts of your projects. Mentors should support you during the development of these tools and enable you to learn valuable lessons during project implementation which can inform future initiatives by the results of the monitoring and evaluation of your own initiatives.

Risk Identification and Mitigation

Identifying potential challenges is crucial for the success of any project, as it helps you 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 you to understand the likelihood and potential impact of each risk to develop effective mitigation strategies.

		Likelihood				
Impact		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 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 as team, you should regularly update it which will help both you and mentors to monitor the possible issues with the risks and how to respond, prevent and mitigate the risks throughout the implementation period of your 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 :

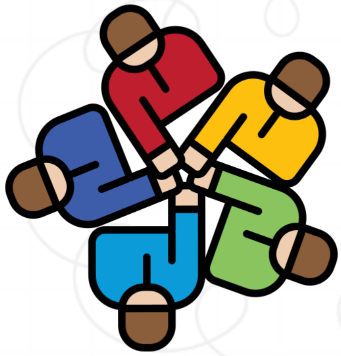
- Delays on securing the permits to implement activities
- Lack of interest from the young people
- Not being able to find trainers to implement training activities
- Not being able to secure partnerships with local schools

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, you 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. During this process, mentors will help you to tackle with these issues throughout the project implementation period and provide assistance to you as a team to tackle with these identified risks in a manner that do not hinder your project success. In that process, you can as well as ask the coordination team support in case that there are institutional risks involved to implement your activities.

Roles in the Project Team Members



Give a Chance Programme requires the you 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 will help you as a team to define each of your team members' 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 communication skills. Therefore, analysing these aspects prior to the process helps the project teams to execute their activities correctly.

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 a team, you have to develop this analysis to define your 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 you 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, you can go over as a team to check who can handle over the task and ensure that the project activities are ongoing. In addition to that, the mentors can revisit the task list as well and ask team member the issue and support and guide without dealing with the overall team for a specific issue.

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. It is an equal share of tasks and responsibilities, not one is more powerful or more weighed in than the other. In addition to that, we suggest you have a WhatsApp group for your team to keep the track on the activities and tasks implemented.

Revising and Finalising the Project Applications

After the development of the canvases, the idea is to provide feedback to you to make you fill out the overall project application form. In this process, the coordination team will provide you feedback about your projects and you should focus on the rules of the program indicated in this handbook and use this information to revise and finalise your project applications with the guidance of mentors. 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. You should provide your project applications to the coordination team for the final contracting and starting phase of the actions.

It is not a final document, but a guiding document to ensure that you are devoted to create change and your projects can align with the program goals from the start. You can revise, make changes within the possibilities without deviation to your original goals unless it is a must during the project implementation period.

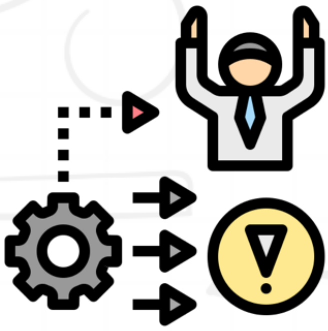
During the development of the project applications, you should use the model in the attachment Annex – 1 : Give A Chance Project Application Form For Young Participants as Word file. This will be provided to you and worked with you with mentors after the finalisation of their project ideas during training activity. The form can be revised and changed throughout the project cycle by the participants with prior approval of mentors 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.

IMPLEMENTING PROJECTS

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 you to prevent the demotivation and drop-outs. **Mentors and coordination are your safety nets in case of frustration.** They will support and guide you for the success of your projects. In addition to that, the implementation phase would not be as easy as the planning phase for some of the you which might result with the conflicts between your 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 you 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 participants' side as project teams. The following sections will walk you through the key processes involved in implementing a project with project teams, 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, you as the project team should take the project application in front of you with your mentors 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. Once again, the mentors have a dual role here, one is to check on you and other is to support and guide you. Thus, the mentors should check the project one more time and go through with you and discuss what can be done and what cannot be done or overly ambitious still from the planning process. That would help you 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 you do not have prior or low experience with the project management process as well as the planning, therefore you might be ambitious and your mentors' role is to keep you 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 you are on track to achieve your specific objectives, and mentors are supporting them towards that goal. In addition to that, during this process, mentors are a bridge between the coordination team and the project teams so in case that the plan is going off the rails, you as project team should inform your mentor and they 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 you are continuing to reach out their objectives. Mentor's role is to make this plan with you as we have explained above with the task management and roles per each project team member. As a team, you can create a task check-list with your mentors for each activity segments and put deadlines to facilitate the overall process of monitoring the progress of your projects and ensure that you as a team worked together and each team member contributed equally. In addition to that, it will give you an objective ground to tackle with the challenges or conflicts that might arise due to lack of completion of the task that the team member supposed to do and mentor can directly intervene the process. As you have already 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 you, it is an additional work to do, though, it could help your life and help you to ensure as a team 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 team members' 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. 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 you as a team to update the 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 and your mentors, 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 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. **You should include mentors to these channels so that they can monitor the overall progress as an observer without constant check-in and you would not feel as micromanaged by your mentor.**

You should schedule regular check-in and progress meetings with your mentors. That will allow you them to offer ongoing support throughout the project implementation period. The frequency and structure of these check-ins should be mutually agreed upon between you and your mentors. This is up to you to manage the time required for you and your mentors to work with. For some, it might require more support and for some, it might require not at all support.

Time management is crucial for project management. To ensure smooth project progress, you should use developed materials such as Gantt Charts to map out your activities, revise these charts as often as necessary to check the progress. 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 you might fall behind schedule due to a lack of skills or knowledge on how to address certain challenges. In such**

cases, do not hesitate to task help whether from coordination or from your mentors. We are here to support you in this journey.

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 you to use throughout your 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 project teams to gain knowledge regarding teamwork and collaboration tools. Through this, you as project teams, can learn how to effectively use these tools while ensuring that your projects are managed efficiently and with greater ease.

Do not forget to report. We request two reports from you during the project period. The first report is mid-term report due to in January 2025, followed by the final report in the last month of the projects in May 2025. In addition to that, we ask you to inform us through continuous reporting tools (these are not necessarily to use all the time), on the performance and support of your mentors. The development of these reports will be developed jointly with your mentors and you should collect the data accordingly to develop these reports with the tools that are explained before. The reports are essential for informing the coordination team while also documenting the overall advancement of your projects. 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 Reporting Section.** 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. **The mentors are the main approval body of the purchases and reimbursements needed to be done by coordinating team for your purchases. You should not do any expense prior to their approval.**

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. In case that, you have not foreseen a budget line, you should inform your mentors 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 you 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 you to obtain 3 offers for the purchase that they you to make, but **make a simple market research to ensure that you 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 you to reduce the costs of the project activities. In example, you will do a training activities, rather than buying in separate pieces, you 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 to reduce the costs without reducing the quality.

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, you should consider reallocating funds from less critical areas. In this process, you should ask guidance from your mentors and they 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 you and you mentors should accept these justifications before the changes sent to the project coordination. When the budget adjustments are made, you should document the reasons and ask for your approval to ensure transparency and accountability in all budget-related decisions. Without prior approval of mentors, the project coordination would not accept any budget change, though we expect that there might be conflicted situations, and we can ask you as a project team to clarify why do you need the change and mentors did not accept or agree with that change so that we can act concerning to the situation objectively.

Monitoring the budget in the real time is important for maintaining the financial control. Regular tracking of expenses will provide you as a team to see the purchases made and help you to monitor your 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.

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.

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 you as a project team. Therefore, you should try to fundraise, ask for local private businesses to help your ideas and develop network through the formal channels of the organizations to reduce the costs of your projects.

We agree that, the hypothetical situation above is a low possibility, but we believe as well YOU CAN DO IT! Thus, you should be able to check your expenses and search for additional resources to reduce the costs from the outer audience. In that way, you will be able to implement and scale up their ideas in long-run by gaining and developing these skills. Your mentors and coordination teams' role is here to support, provide network and formal channels through the organizations to help you achieve your ideas within the budgetary limitations of the program.

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 you 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, you might require additional resources through the implementation period, due to that, you should find resources through their networks and ask organisations involved for guidance and support to reach out the resources. Therefore, **you should always be aware that the coordination and mentor teams are in here to support you.**

Whether monthly or quarterly, we suggest you to do regular budget assessment with your mentors. 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 labour, additional equipment, or higher costs of the purchases due to unforeseen events or inflation. Moreover, due to crisis or the issues, you 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.

You 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" in Virtual Module, 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 for participant's side. Lastly, you should request information from your mentors prior to purchase of any good to request reimbursement or provide invoice for the program coordination with the information of the organizations involved so the purchase can be done through bank channels. Therefore, it is important to keep the communication lines open with mentors and coordination to ensure that your projects are received the support during the implementation period.

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 you 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, mentors and coordination team is the approval mechanism for your materials in terms of visibility and fundraising, so as a project team you should inform the mentors and coordination with regular check-ins and ask their guidance concerning to the materials developed. **They should align 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 your 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 you 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, you 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 you 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. The project teams should develop their own with the guidance and support from their mentors in that process to ensure that they have done according to the visibility and dissemination guidelines and correctly.

You should develop an engaging social media posts throughout your activities and develop a social media channel for your project specifically which can help you to reach out wider audience and help you to inform the local community in a structured manner. The below example social media post can be used to increase the engagement of the other young people as well as informing the overall audience concerning to your projects. In this process, you 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.**

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

In addition to that, you might need to engage with the other relevant stakeholders to implement activities, therefore, it might be required to develop e-mails and communication letters for them to engage them in a structured way. The below e-mail example can be used as a guideline for the you to reach out the wider audience as well as ask for a support from relevant stakeholders concerning to the need of support. It can be a financial or in-kind support or just to secure a speaker or a place to implement an activity; **you have to tailor the content you have developed for the communication purposes for the stakeholder that you plan to engage. In the e-mail below, 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 you. Moreover, it can help you to engage them in the last phase of your project to get a financial or in-kind support to sustain your activities.

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]

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,

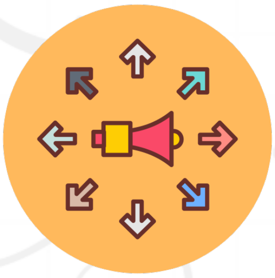
[Project Team Member Name]

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, you as 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 you are targeting the wider audience and if you are targeting the young people or children, it is better to use informal and engaging language. Both has different aspect and effects on the people who the project teams are targeting. In this stage, you should ask your mentors guidance about these aspects and receive support from them how to develop these e-mails or content according to the guidelines as well as the examples above. **They are just examples, and you as project teams should develop your own structures and communication tools to ensure that your work is transmitted, disseminated and learnt by the community that you want to serve.**



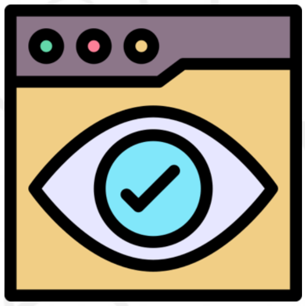
Next step is the dissemination. Dissemination is the process of spreading the project's outputs, outcomes, and impacts to a wider audience. This is not just about sharing information, but also ensuring that the project's results are accessible and useful to stakeholders who can apply them in their own 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 your projects visible to a broader audience, raising awareness of their objectives, processes, and achievements. As most of the projects 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 you to reach the possible angel investors and funding organizations that might upscale your ideas after the initial phase with the program**. You might develop a corporate identity of your project and develop materials with the usage of corporate identity of your own project. Therefore, it is important to ensure that your identity such as logo, font type, the colors are used widespread in the materials that you have developed.

Tailoring the dissemination is important to reach for the target audience clearly. You 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. You 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 you might not have skills to create academic publications or policy reviews but the rest can be manageable and we as coordination and mentor teams to support you that the project results and your 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, you should share your activities to generate interest and engage wider audiences to involve in the project as beneficiary, stakeholder, funder or any other aspect. You can promote each milestone throughout their project cycle to ensure that your 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.**

You should ensure that the project is recognized by relevant stakeholders, especially funders and partners, through effective branding and consistent visibility efforts. You 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 you maintain visibility, you 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 you to create logo or visual identity packages for your projects. However, you 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, you 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 you need specific guidance, you should use the virtual module to ask your questions and tackle with the problem that you 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 adhered 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, you 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. **The consent form can be adopted for one person usage as well to use it during the development of visibility materials if needed. In addition to that, it is important to ensure that these rules are followed by you so that, overall program of Give a Chance and the organizations involved in the program do not have any legal issues.** If you are not sure about what to do and how to do, please do not hesitate to ask for support and guidance from your mentors and coordination team. It is important to ensure that the project activities and developed outputs are adhere to the ethical and legal standarts.

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.

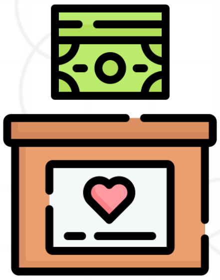
List of Participants

Full Name	E-mail	Phone Number	Signature / Confirmation

Add rows as necessary.

This consent form example might be adopted to youractivities 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 you 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. You 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, you 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. **You will be provided with in-kind support through the program though, that might not be enough to implement their activities**. Therefore, you 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, as a project team, you 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. **You as a team 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 you as you have informal structure, it might be hard to access these funds, therefore, you 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. We agree that, these process might be tiresome and demotivating. In the initial phase, we suggest participants to fundraise from the private, local or regional resources rather than applying for grants to ensure that you do not lag behind the overall process of the project implementation period within the program, but you 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, you need 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 you as project team to align your goals with those of the funders and tailor your pitch accordingly. Maintaining good relationships can also lead to long-term funding partnerships, ensuring sustainability beyond the immediate financial needs of the project.

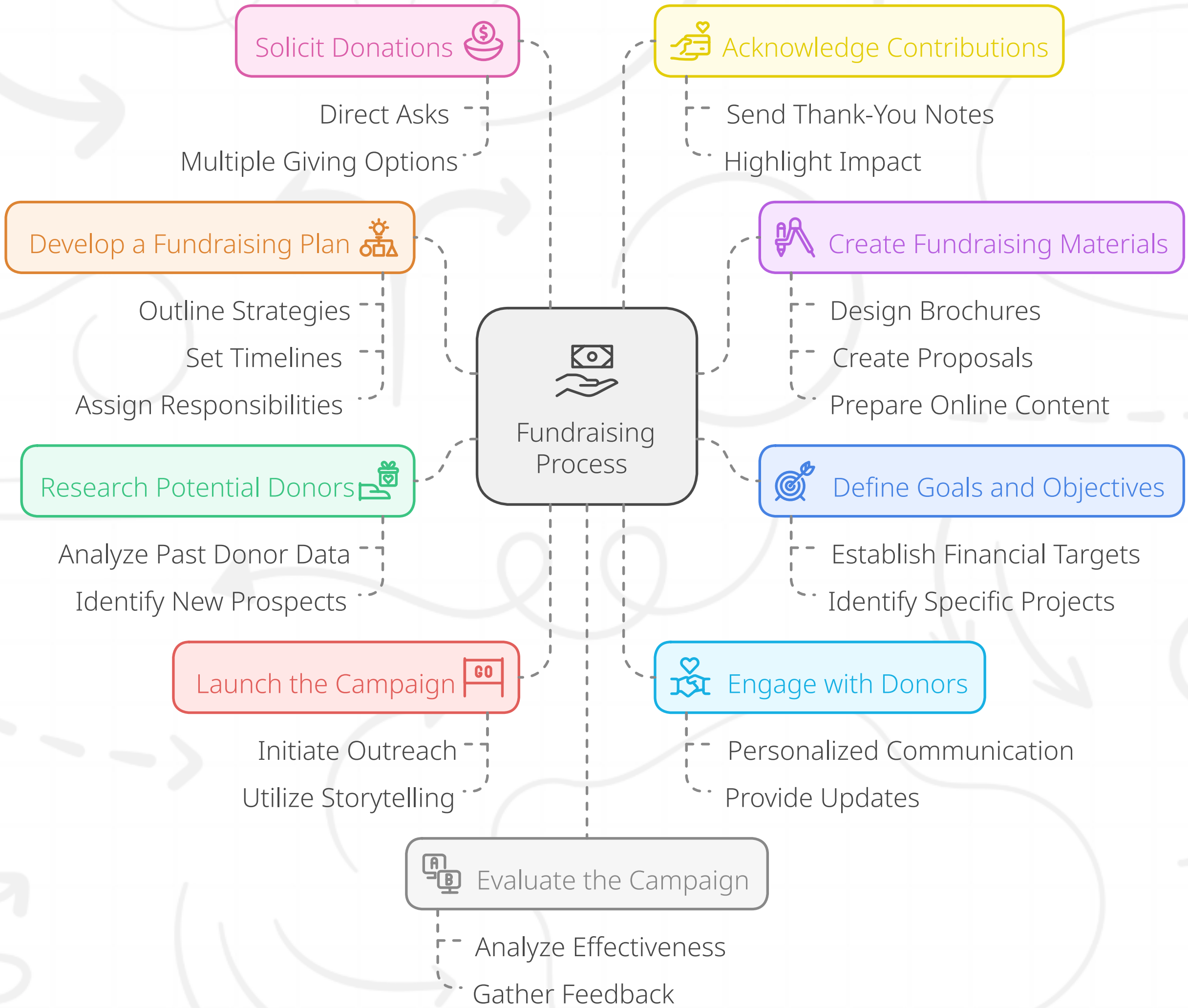
We suggest you to follow the following steps to develop their fundraising plans :

- **Solicit Donations :** You might request donations from your surrounding, the private and public organizations to donate them materials, financial resources and the needs according to your projects.
- **Develop a Fundraising Plan :** In initial phase, you 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:** You should check similar projects that have been given funding to grasp the idea who might give you 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 :** You should define, from whom you need how much and from whom you can receive how much to plan the overall process.
- **Engage with Donors :** You 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 :** You 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, you should focus on developing detailed materials for your ideas.

- **Evaluate the overall fundraising process:** You might not receive funding or receive over funding which might need you to widen their ideas or scaling up their projects. Therefore, evaluating the overall process to develop new ideas would help you in general focus on what is missing to cover up after the initial phase of your projects to increase the sustainability of your 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, you should ask support from your mentors to support and guide your fundraising efforts. It is important that the activities are done and you have additional resources in case of need to tackle with unforeseen expenses that we cannot cover within Give a Chance Programme. 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 you and as your mentors efforts. Therefore, we have put a forum function in Virtual Module under Project Management section to put this information so that project teams and mentors 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. **These are not the only resources you can benefit but it is a guiding material for you to use to receive funding or credit for the implementation of your 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, mentors and coordination teams 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
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

77 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 a project team, we suggest you to revise the risk management plan that you have developed during the planning phase with your mentors 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 project teams developed 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 as well as between you and your mentor.

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.

You should prevent the risk risks before they turn into crisis. However, as always, there is possibility of turning the risk to a crisis. During this process, you as a project teams should implement a damage control and ask support from your mentors and coordination team. Damage control could involve reallocating resources, revising timelines, or re-prioritizing tasks. In addition to that, you and your mentors should keep transparent and timely communication with coordination and inform mentors about the crisis situation which might be easily resolvable. Moreover, 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, project teams should check with their mentors 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 your resilience against to the risks and the issues can happen through the project implementation period.

Risk Management matrixes might not be enough. You are new to the implementation of the projects, you 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 mentor should help you to develop a culture of openness where as a team, so that you are comfortable to raising issues or concerns as soon as they happen which will enable both you and your mentors to provide quicker solutions to the issues.

You are the responsible of your challenges, problems and finding solutions. The mentors and coordination team is there to provide you with assistance, support and guidance. 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 you as young people with skills and knowledge, thus, it is important to focus on the process than the result. You 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 information channels with mentors are exists to early 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 your skills to solve the problems swiftly will increase your resilience towards to the issues that might occur during the project implementation process. Therefore, develop solutions to the issues will help you 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. You should be flexible before being resilient. It will help you 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 you to view changes and challenges as opportunities for growth rather than setbacks. This mindset promotes resilience and adaptability in the face of uncertainty. By increasing your skills to tackle with the crisis will help you to think creatively when the crisis and risk occur. Moreover, it is important you to prevent the risks rather than mitigate it, if it does not occur it is easier to deal with it than if it occurs. Therefore, we suggest you to focus on risk prevention strategies while developing your activities to minimize the risks. In case you want to reach the target group with higher amounts, keep them low for each activity and implement activities couple of times rather than one time with a huge amount of people. If you need to change the structure of your activities, re-plan them with your mentors to ensure that the risks are prevented and would not occur in long-run.

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, you 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 projects. For the development of this report, you should collect the following data throughout the project implementation process so that, in the end you 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, you 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, you should use tools to track your 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 you :

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 you 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 another issue of the communication, project teams should document their communication with the possible funding organizations, local governments, angel investors or possible collaborations throughout the project cycle so that, you 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.			
..			
..			

As a project team, you should ensure that you have gathered these information for the reporting phase through the project implementation period. For that, you can use Google Sheets or likewise tools to follow-up these information. In addition to that, ***Local communities reaction, Challenges occurred, Lessons Learnt, Impact, Evaluation and Plans for the future questions*** you should develop monitoring and evaluation tools to observe, document and report these lines. In the Needs-Assessment section, we have provided the general overview of these tools. 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 you 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 projects. You 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

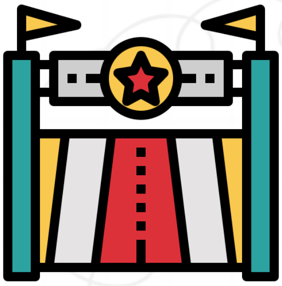
General quantitative indicators of the Program for local projects are indicated below :

- 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. You should ensure that you have addressed these indicators through the project cycle with the help of your mentors and gather data concerning to these indicators. 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, you should work with your mentors to develop relevant tools to evaluate your 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, as a project team you should address the incomplete tasks, the activities and the quality of the products that are developed within the projects. 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, your mentors can guide and support you 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.

Implement a final review with the project teams. Once all project goals are met, you should meet with your mentors for 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[78] with facilitation of your mentors to document your reflections through the self-assessments of each competence area. During this final review, you should reflect on the entire project through 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 you, mentors and coordination to understand what worked well and where improvements can be made in future projects in further program development processes. It will help us 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 reports, we will be able to

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

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 think about the possibility of sustainability prospects of your projects by evaluating the overall project in a detailed manner from the day one until this moment to you them to develop sustainability strategies to reach out further funding for their projects. In that way, you will be able to continue and sustain their projects in long run.

You should have an exit talk with your 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 need to have this talk with your mentors to make them 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 acknowledging the overall departure of mentor 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 and mentors to provide you a space to promote your 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 your projects and ask support from your mentors to reach out different funding organisations.

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.** During this transition period, you have mentors and coordination team to help you to continue and follow-up your projects to upscale and develop new ones as a result of the ones that you have already implemented. 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. We expect you to think until this process to make your projects sustainable and scalable after this program. The journey is not ending with Give a Chance, but it is a start of new projects and new processes. You will have relevant set of skills to run such projects with small or big funding organizations in the end of the program. Thus, it is important not to scare about the practicalities and burecracy of the funding organizations, but be resilient for the change.

REPORTING

During the local project implementation period, we expect you to provide reports for us concerning to your projects as well as the mentoring mechanism. In addition to that, we request reports from mentors to provide your progress 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 you and mentors. 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 you to provide reports on both the mid-term and final stages of the project. The aim of these reports is to assess several key outcomes. First, whether the local community became more aware of European Union opportunities due to the visibility of the projects and the impact you have created in your local communities. The reports should also evaluate how the local community benefited from these projects based on their specific needs and interests. Another important aspect is determining if you have extended your social capital within the community through networking. Furthermore, the reports should highlight whether participants developed tools and methods to continue implementing their activities after the program's conclusion, and if you have secured additional fundraising to sustain these efforts. Lastly, the reports will assess how you have become better equipped to tackle unforeseen challenges in your own projects.

These general reports (mid-term and final) are developed to understand the overall progress of your projects. That report format can be found in **Annex – 3 : Give A Chance Project Report Form for Young People.** 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 your mentors on the projects whether you sit up in a café and discuss about your progress or have a phone call. During this process, we expect you to provide notes in an informal format through the online system about the date of your talk and the content in short format. This will be used to understand the issues and make us able to see the changes on you in constructive manner as well as it is a tool for you to give a feedback on the work of mentors. This reporting tool will be done through the **Reporting Section in Virtual Module.** That is only accessible by the coordination and the answers can only be seen by the coordination team. Reporting Deadlines for the mid-term and final reporting for Project Reports are as follows:

1) **Give a Chance Project Report**
    a. Mid-Term report : 1st of January
    b. 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 your talks with the mentors.

There is one another monitoring and evaluation tool that we use as "**Procurement Tool**" which you should fill for the purchase of the good/services and request the payment or reimbursement through this tool. The coordination will follow-up these forms to check expenses are eligible or not and understand the overall context of the project expenses made by participants and initate the payment procedures. **You should ask your mentors while filling out these forms and get their prior approval before submission to ensure that they are upto some quality.**

RULES OF THE PROGRAMME

In Give a Chance Programme, you should follow the rules below to ensure that the 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, project teams are adhere too. As a project team, you should ensure that you adhere these rules.

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; you 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 mentors..

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 you (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 as well as you 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. Mentors will follow-up these procedure and you should get an approval for the final visibility and dissemination materials that you have developed.

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.

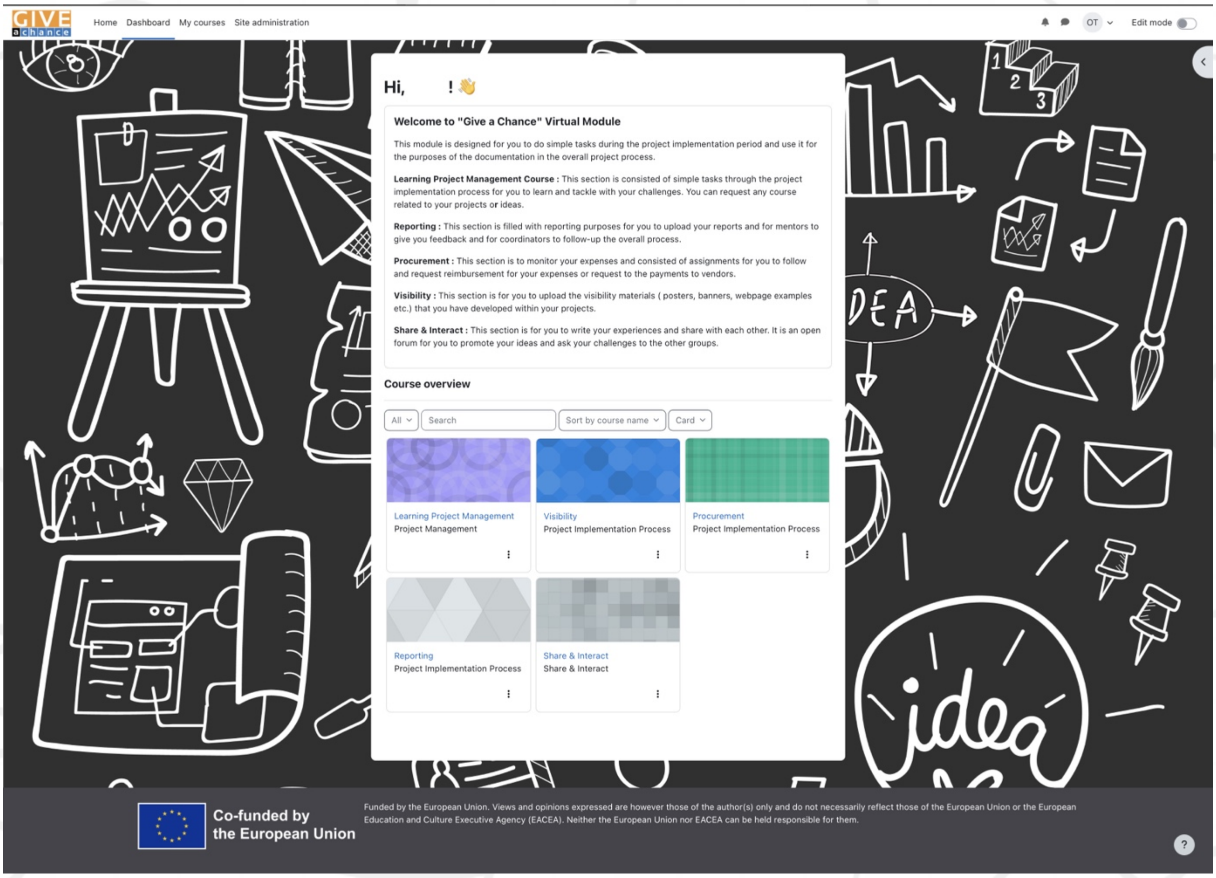
Local projects are one part of the overall Give a Chance Programme. Therefore, Give a Chance Programme has its own requirements and contractual duties for EU. For that, it is important to create monitoring and evaluation cycle for each project as we have explained before and these data should be stored 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 participant. We expect that each project group uses 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 5 parts :

- **Learning Project Management**
- **Procurement**
- **Reporting**
- **Share & Interact**
- **Visibility**

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) 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, you will find this screen. In this screen, you can use to access the modules as we are going to explain below to use during the project implementation period. We expect you to engage with mentors and coordination through this platform rather than other means and implement reporting and get approval through the same platform for your materials that you want to purchase as well as the materials that you have developed for dissemination and promotion purposes.

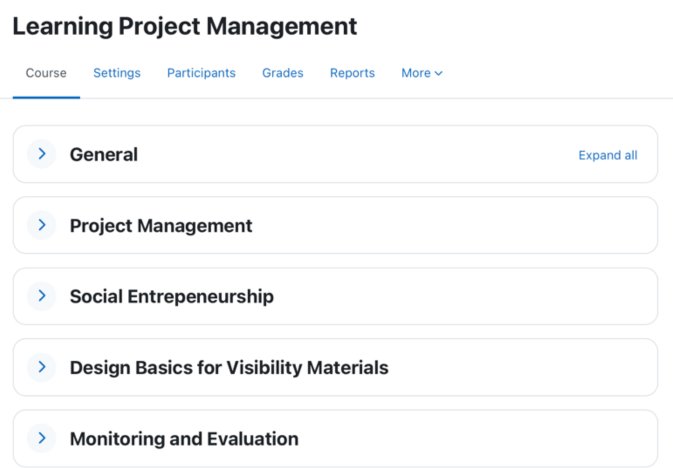
Learning Project Management

This section is consisted of simple tasks through the project implementation process for you to learn and tackle with your challenges. You can request any course related to your projects or ideas under **"General" forum section according to your needs and interests.** As mentors,trainers as well as the coordination team that have involved in **Give a Chance Programme, is obliged to provide you with necessary information within their abilities under this section throughout the programme process.**

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 check time to time to do the tasks that are provided for you to work on.
- **Social Entrepeneurship :** This section is to provide information about the Social Entrepeneurship practices and inspiring stories about social entrepeneurship. You can check files or forums to learn about the possible aspects of the projects and interact with other participants.
- **Design Basics for Visibility Materials :** This section is to provide you with the design basics on visibility materials and how to use these materials to promote their projects. In addition to that, from this section, you can access the link for Canva Pro to use it for your projects.
- **Monitoring and Evaluation :** This section is to provide information about monitoring and evaluation tools for your activities as well as provide information about monitoring and evaluation processes.

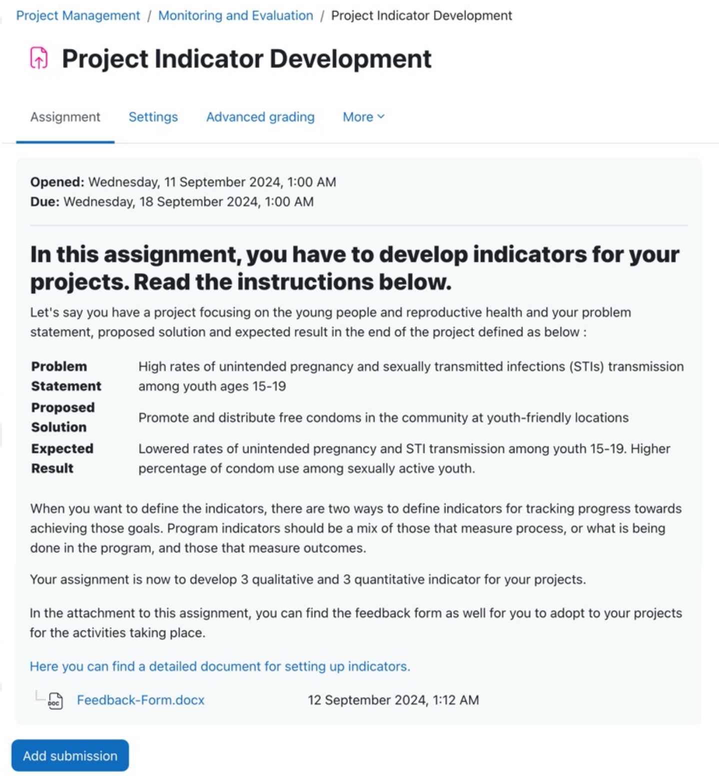
After entering this section, you will see the following screen :



As it is explained above, in each section, you will find different information concerning to the project management processes. You as participants, can ask and request courses under the forum in **General** section from mentors and project coordination team.

In the other sections, you will find out tasks for you to complete until the end of the program and complete tasks concerning to the project activities as it is explained above.

When you click › on button each section, the section details and the tasks related to section will open up for you to complete. The tasks will be provided feedback whether by coordination or mentor teams in your countries. You can use your own language to complete the tasks as they are not necessarily require English in case that it is forum posts which can be seen by everyone and it requires an interaction with the other participants.

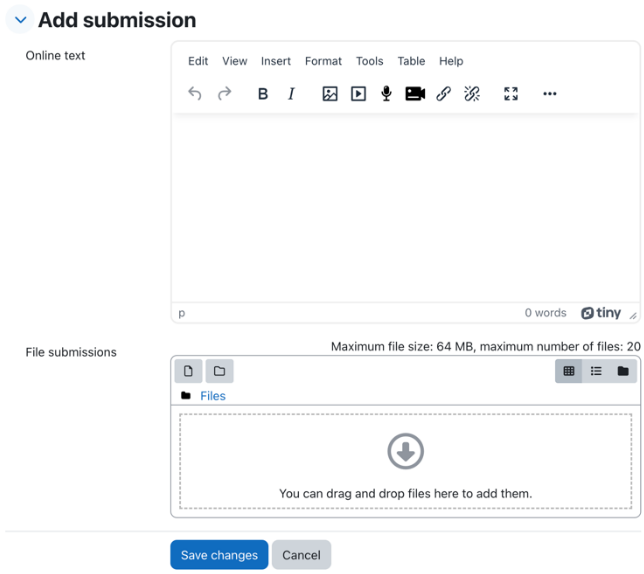


Before contiuning with the other sections as it is the same structure to use it during the submission process, you should follow the process explained below.

For answering the file-based submissions (project management section, reporting, procurement and visibility); you should use the "Add Submission" Button after you enter the task as shown in the left.

After you have entered "Add Submission" section, **there are two ways for the later stage for reporting and procurement, you have to use the options for file upload.** However, in this task, as we have done in the Kick-Off Training Activity, you have to enter only text.

In the next screen, it will open the following page for you to upload file or add text :

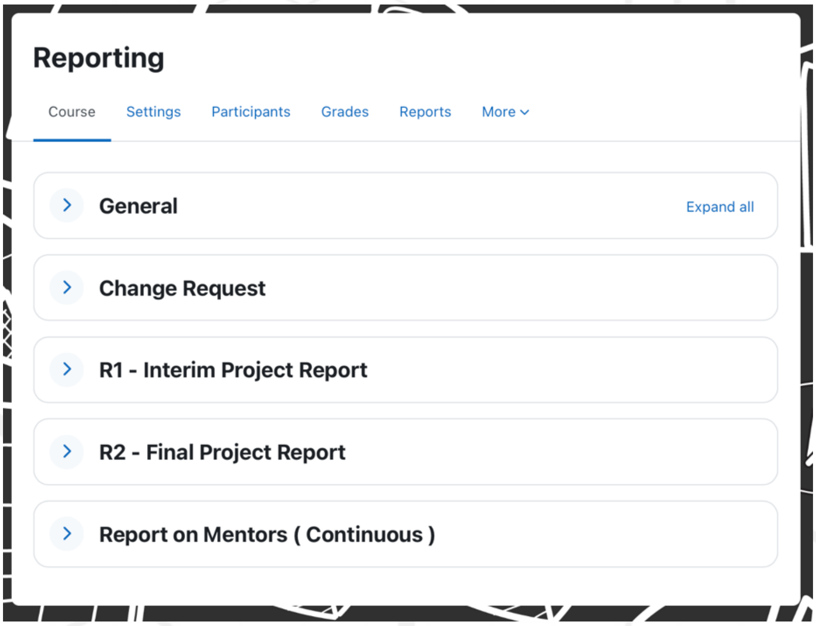


After you finalise, you have to click **"Save Changes"** button to finalise the submission. In usual Moodle, there is an option to lock the submission after the first submission, though, you have unlimited attempt to upload any changes or the differences concerning to your tasks that are implemented throughout project cycle.

These tasks are not constructed for individual use (unless it is indicated in the task description) but for the project teams as a group. After your submissions, the mentors or project coordination will check the submissions and will provide you feedback about the work that you have done. As you can understand from this that, the virtual module is to follow-up your projects as well as provide you with necessary tools for project management, visibility, monitoring and likewise tools. It will help you to deal with the challenges in the projects and increase your knowledge concerning to the project development.

We will not again explain the submission procedures unless the task type is dfifferent in the next sections. But the overall process is similar, you should follow-up the same procedures to complete tasks that is given to you.

Reporting



This section is filled with reporting purposes for you to upload your reports and for 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.

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.

The due date of each report section is important for you to follow as :

- **R1 – Interim Report should be presented by 1st of February 2025**
- **R2 – Final Report should be presented by 1st of May 2025**

Change Request: In case you want to make a change whether it is about the activities or budget or overall project. **We kindly ask you to submit this before 1st of February.** The Chance Requests should be approved by the mentors. You have to use the template that is already provided in the online system under the change request section.

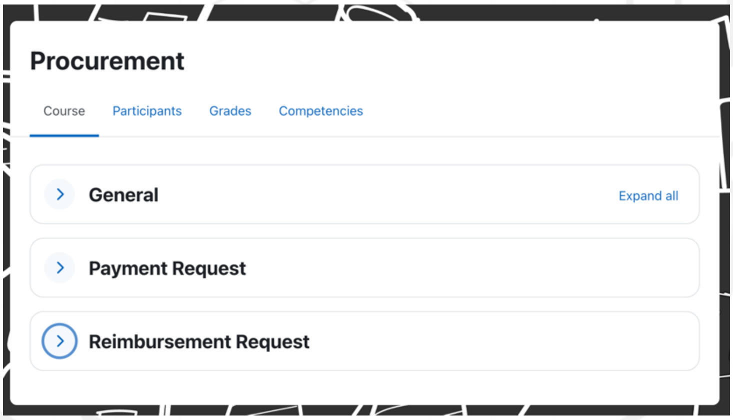
R1 - Interim Project Report : This is the interim report about the progress of your projects to ensure that the project activities are ongoing and in case of an issue, the coordination and mentors can tackle with the issues. **We kindly ask you to submit this before 1st of February 2025.**

R2 - Final Project Report : This is the final report about your projects. **You should develop the final reports and submit them before the training in Turkiye. That's why the deadline is put as 1st of May 2025.**

Report on Mentors (Continuous): This is the feedback form. There are 10 separate attempts that you can sumbit about your talks with mentors. It is not compulsory to submit 10, it can be less as it is developed to see the support and guidance that you have received and are already receiving from your mentors. **Your answers are only visible to coordination team not to the mentors.**

Under reporting, all of the submission type is File + Text with information on the report. You should check the guidelines under Learning Project Management if you have troubles to upload.

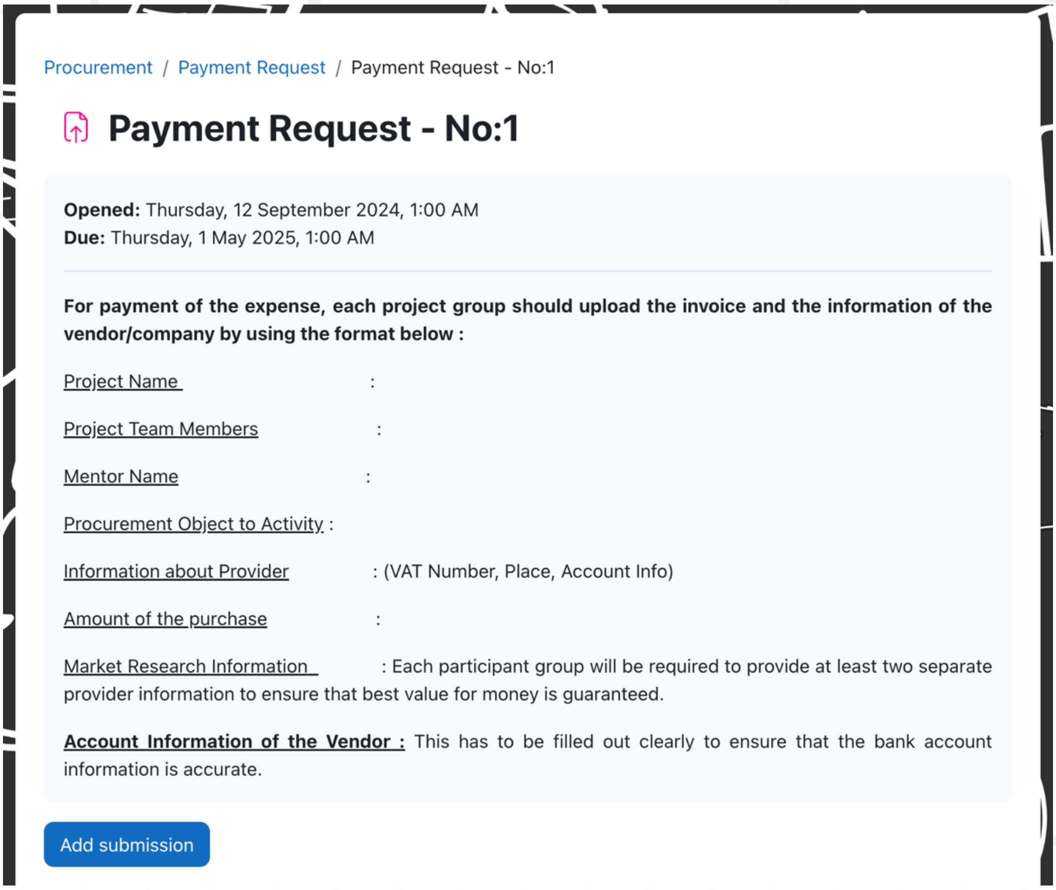
Procurement



This section is developed for you 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.

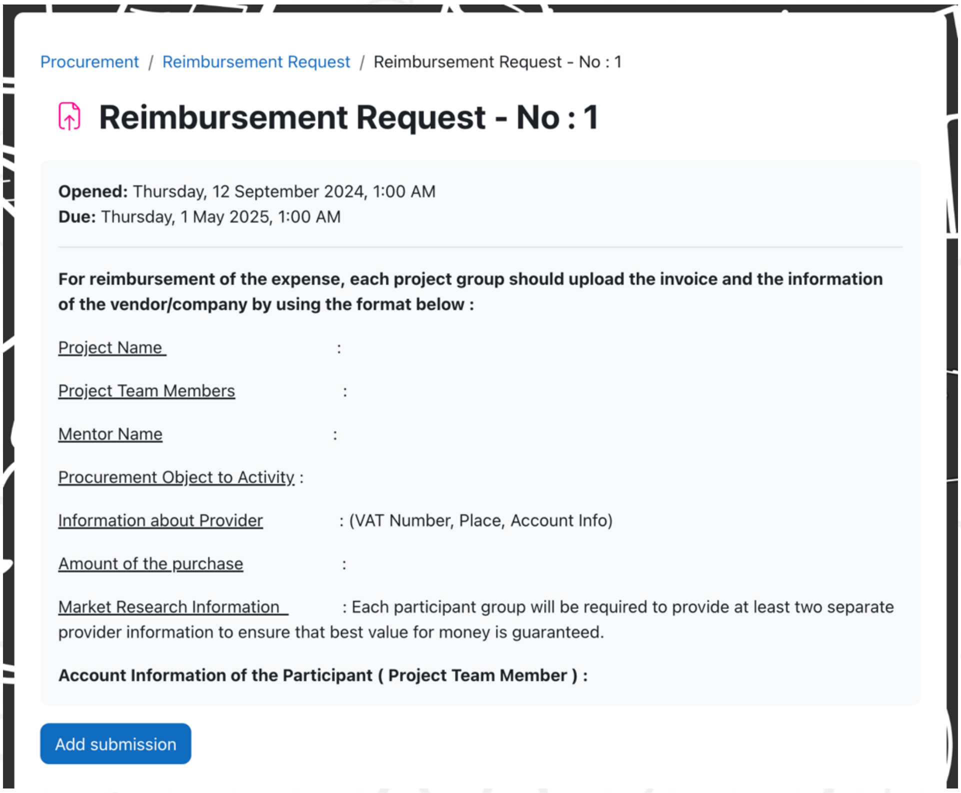
Payment Request section: In this section, the participants can request payment from the organizations for the materials that they require to pay to the vendor of the good or services to be purchased. Below, the screen of the submission for the request is shown.

The payment request is provided for participants to receive the invoice according to the information after the approval of the mentors concerning to the purchase.



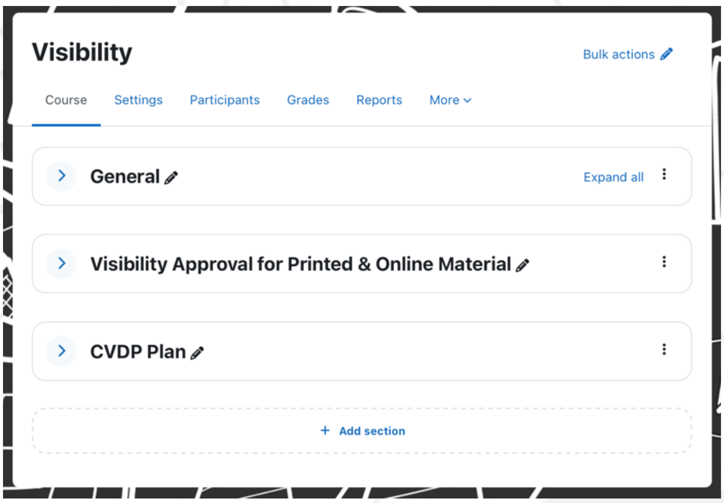
This tool is developed to provide the in-kind support for the projects along with the reimbursement tool and gathering the all expenses of the project for both reporting and tax purposes. It is text + file based submission, you have to upload the scanned or the photo of the invoice along with the information 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 the 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.

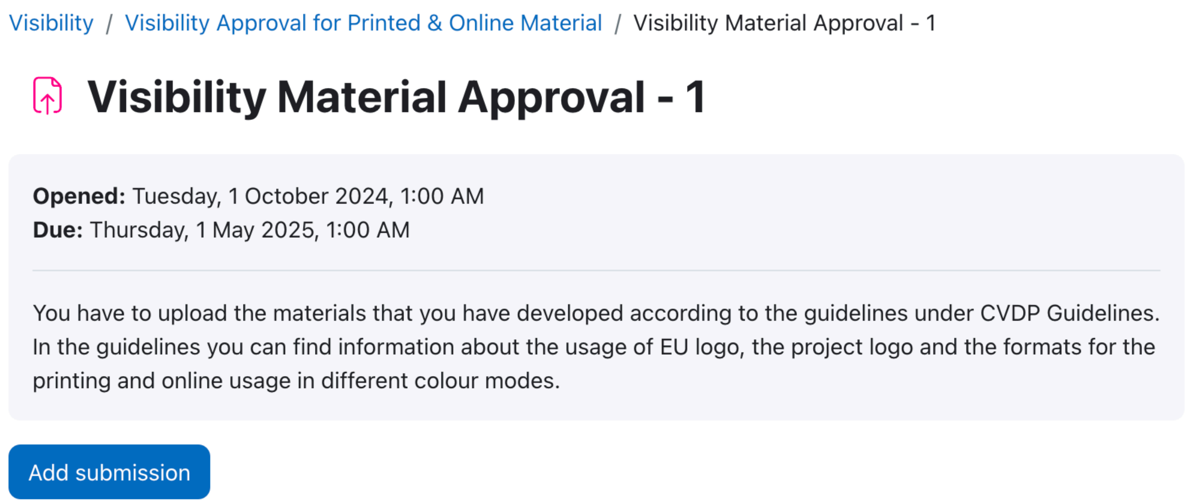
Visibility



In this section, you will be able to upload the materials that you have developed to ensure that they are aligned with the rules of Give a Chance Programme and adhere to the rules of EU Visibility Guidelines. Your mentors will approve your requests or deny with comments in case something needs to be changed to ensure that the materials developed are aligned with the rules.

In this section, there is the following screen for you 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.

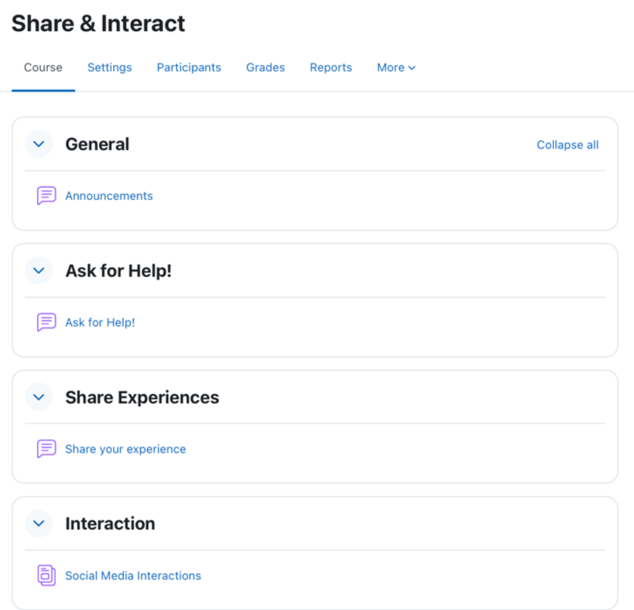
The submission screen is provided below :



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



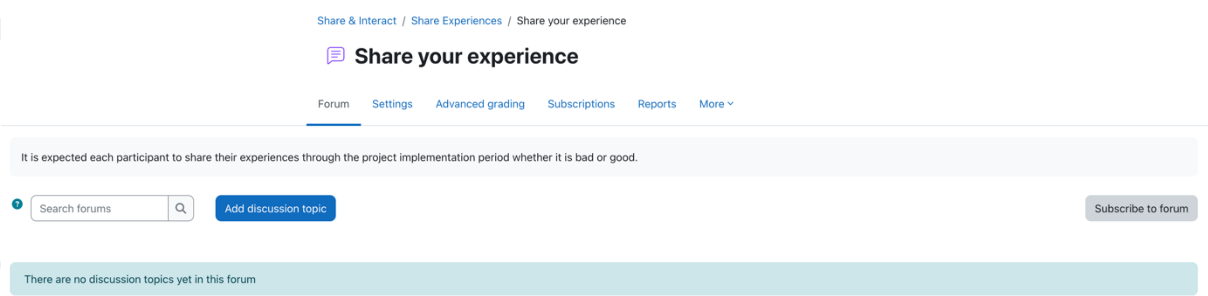
Share and Interact section is for participants to share their experiences through the forum and provide information about their social media interactions of their projects. In this section, the participants will be able to promote their experiences in their local communities and inform the coordination as well as the others about your 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 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.

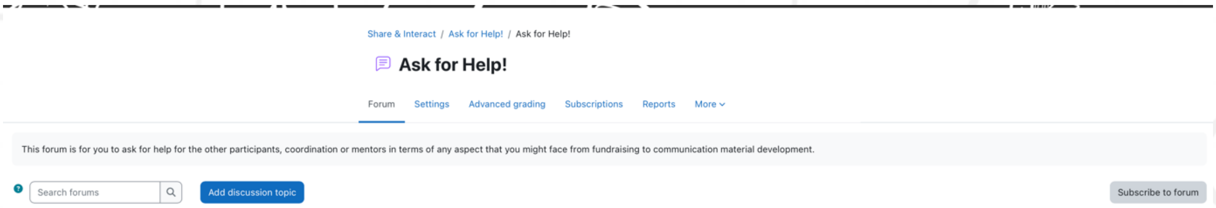
General, Ask for Help and Share Experiences are developed as a "Forum" function for participants to share their experiences and ask for help openly from the others. It will help us to develop a network and know-how exchange between the participant groups as well as between the project teams.

Interaction is developed for the social media work of the projects. 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.

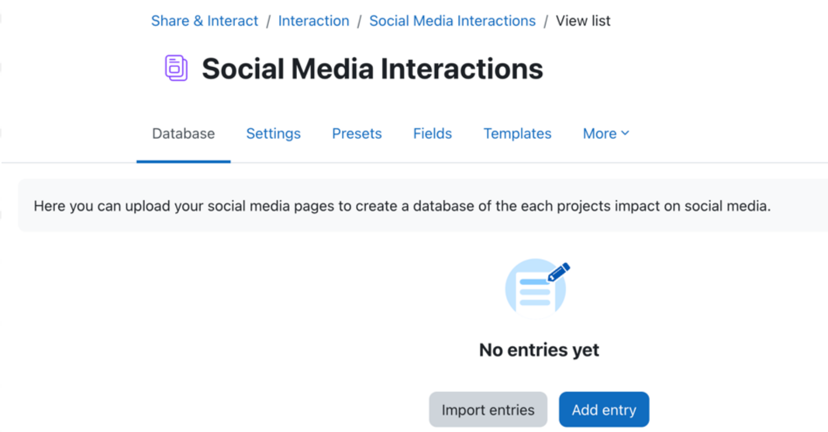
Share your experience : Here we expect participants to upload pictures and provide text about their experiences concerning to their project implementation processes by sampling adding discussion topic.



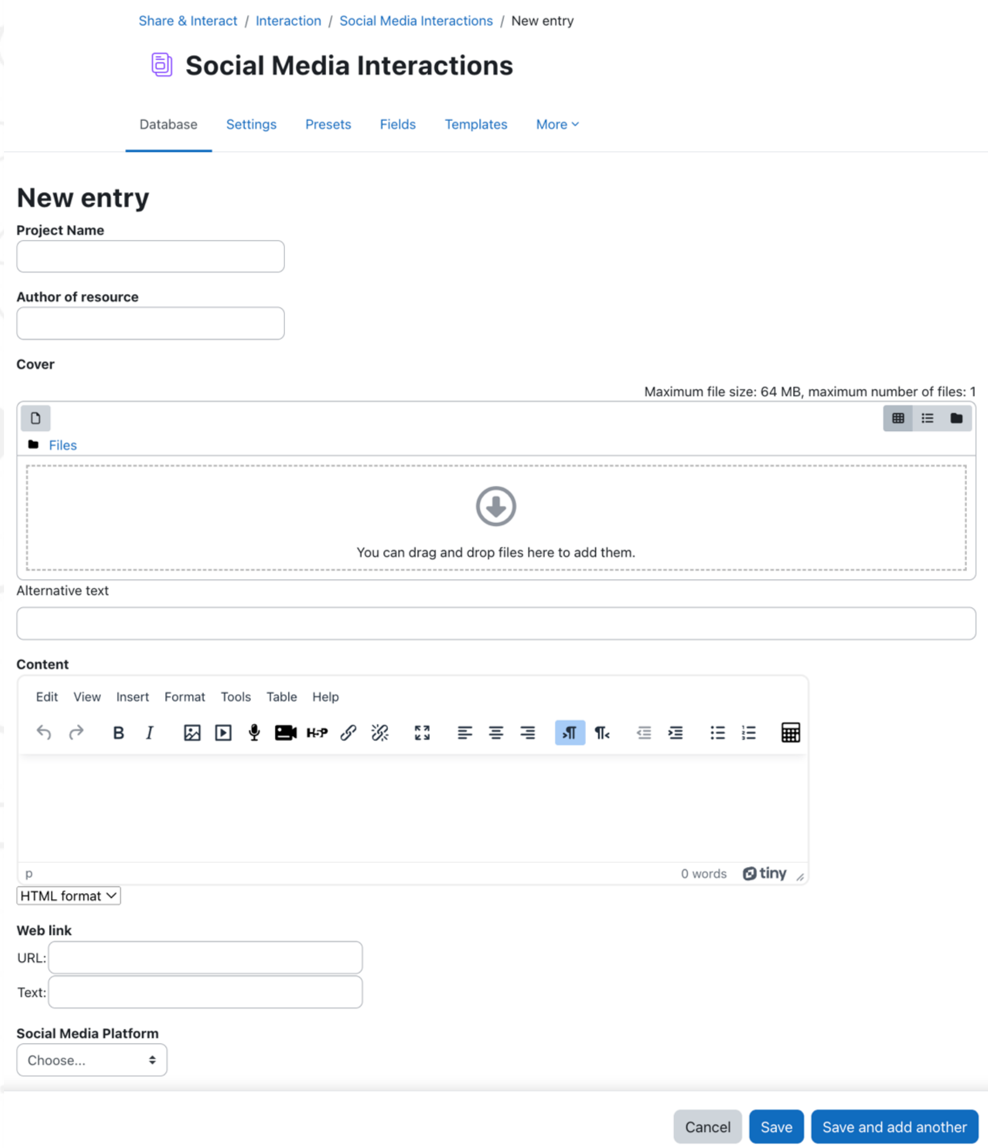
Ask for Help : Here we expect participants to request any help from each other, rather than the coordination or the mentors to leverage the expertise of the group during the implementation of the project.



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.



In this section, the participants will provide information by using the screen below 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 young people to use it throughout the project implementation period in your projects to ensure that the activities are implemented correctly, timely manner as well as documented throughout the program.

We kindly ask you to make the best out of the virtual module and use it to document and promote your projects among your 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 you fully to this process.

We hope that this handbook will help you to implement successful and sustainable projects within Give a Chance program and support you during your journey. We kindly ask you not to hesitate to ask any support or guidance both from your mentors and us as coordination to deal with the issues. We are here to support you and we want you to be successful during the implementation of your activities.

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)