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# GIVE a chance

## TRAINING MANUAL FOR GIVE A CHANCE PROGRAMME

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

**Deliverable 2.4. Training Manual for Give a Chance Programme**

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**Technical Information**

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| **Title** | Training Manual for Give a Chance Programme<br><br>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)<br>Asociación Socio-Cultural VerdeSur Alcalá ( Spain )<br>ASSOCIATION SOLIDARITE, ECHANGE ET DEVELOPPEMENT ASED(Tunisia)<br>AGDZ VOLUNTEERS WITHOUT BORDERS(Morocco) |
| **Funded By** | European Education and Culture Executive Agency (EACEA)<br>Erasmus+ Youth – Capacity Building in the Field of Youth<br>Contract Number : 101131320 — GIVE A CHANCE — ERASMUS-YOUTH-2023-CB |
| **Publisher** | Gaziantep Eğitim ve Gençlik Derneği (Turkey)<br>Eyüpoğlu Mah. Hıdır Sok. No:19 Şahinbey, Gaziantep 27220 Türkiye<br>www.geged.org.tr |
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## ABOUT THE PROJECT

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

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

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

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

**General Objective of the Project:**

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

**Specific Objectives of the Project :**

- To develop tools for youth workers and young people to engage and implement social entrepreneurial activities in participating countries
- To qualify 8 youth workers as mentors to provide mentoring focusing on social entrepreneurship to address the youth unemployment and youth poverty along with cross-cutting issues in each country from gender mainstreaming, climate change

- To increase the entrepreneurial skills of 40 young people to become changemakers in their own communities and make them create and initiate ideas in their own communities
- To create an awareness about the issues of the local communities in participating countries through the implementation of activities

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

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

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

***Work Package 3: Give A Chance Programme (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 manual** is developed under Work Package 2 to contribute to the training processes for the young people and increase the capacities of young people to implement activities in their own communities through the structured trainings. In addition to that, to provide an information and training content for the organizations who might implement likewise initiatives in their own countries.

We hope that this manual will help the trainers to help the young people to develop projects in a comprehensive manner and engage the young people in the start of their project implementation journey fully.

## ABOUT TRAINING MANUAL

This manual is developed to provide information for trainers and to document the overall process of activities of Give a Chance Programme from the start to end to implement in next stages of the program. In addition to that, the manual is developed to address the project activities that are created within the program. This manual aims to provide information for trainer teams involved in the program as well as coordinate the joint effort between the trainer teams from each country involved in the training activities within the program.

By using this manual, the trainers can prepare the content for the training activities which will take place in Agdz, Morocco and Gaziantep Turkey. The manual offers the content of the non-formal education activities to be implemented within these training activities. It as well as informs the trainer teams about the overall structure of the programme and the overall context of the activities and profiles of the young people with theoretical information on social entrepreneurship, glocalization and youth work as well as facilitation basics to guide the trainer teams to implement the training activities.

**In this manual, you will find information about :**

- *What is social entrepreneurship?*
- *What is glocalisation?*
- *What is youth work & facilitation?*
- *Training program of Kick-Off of Give a Chance Programme*
- *Training program of Evaluation of Give a Chance Programme*
- *Evaluation Strategies to implement during the training activities*

In each section, the necessary information concerning to the overall progress is explained and the content was revised 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 manual is provided the training content for the young people to make them initate their projects while providing a space for learning for them to initiate their social entrepeneurship ideas in their own communities. The manual provides detailed information of the training activities which is implemented (Kick-Off of Give a Chance ) and to be implemented ( Evaluation of Give a Chance Programme ) and gives a roadmap for the trainer teams responsible of implementation of both events.

This manual serves as a comprehensive resource for trainers, documenting the entire process of the Give a Chance Programme, from its inception to its planned stages, while also addressing the specific activities created within the project. It is designed not only to inform trainer teams involved in the program but also to foster collaboration between trainers from different countries participating in the initiative. The manual ensures that trainers have the tools to deliver effective sessions on social entrepreneurship, glocalization, and youth work. It provides a theoretical foundation and practical strategies to equip young people with the knowledge and skills to launch social entrepreneurship projects in their own communities.

We hope that, as a youth worker and youth trainer, benefiting from this manual, you will gain detailed information on how to develop such as program within your context whether it is for social entrepreneurship theme or any other theme.

## 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.

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[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 :

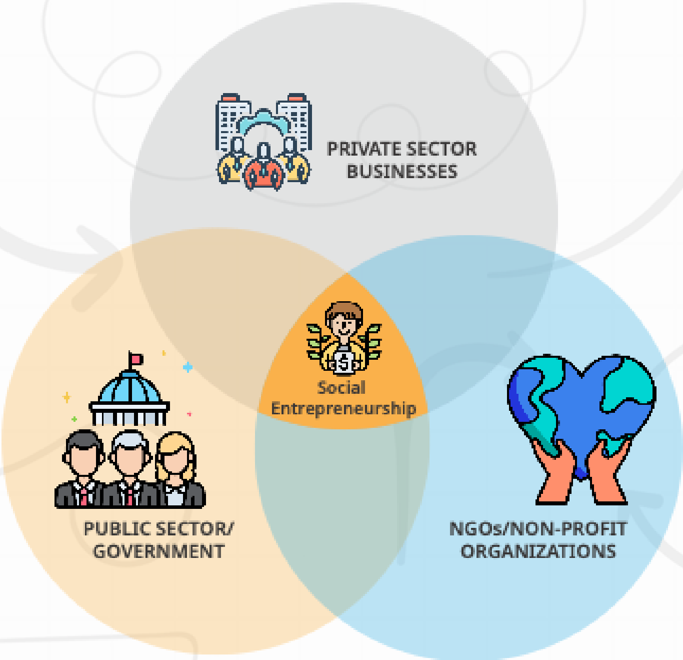
- Identification of the social causes in the communities
- Identification the opportunity to tackle with the social cause
- Developing a strategy to create a social change through norm change or economical change

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](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 Materials, 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](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.

# GLOCALIZATION

**Glocalization** is a term that blends **globalization** and **localization**, while tackling with the issues in our local communities, we can develop a globalised solution to the issues that surrounds us. At its core, glocalization reflects the adaptation of globally recognized ideas, products, services, or policies to suit local cultures, norms, and preferences. **The term was first developed in Japan as a business strategy** and has since become a concept for businesses, governments, and NGOs aiming to operate in a highly interconnected yet culturally diverse world.

**Glocalization** argues that, the problems or the realities can differ the issues in local communities though, the issues have universal aspects to deal in global scale. **While global forces such as technology, commerce, and communication are bridging distances and reducing barriers, the importance of local context remains strong.** We still identify with our unique cultural heritage, languages, values, and traditions, and we expect global products or ideas to be sensitive to their local reality as well as the local issues.

The process of glocalization arises from the tension between two competing issues:

1. **Globalization**, which pushes for standardization and the integration of markets, cultures, and technologies across the world.
2. **Localization**, which emphasizes the need to preserve local identities, customs, and preferences that may differ widely from one region to another.

**In our context, we argue that, the globalization and localization are hand in hand promoting a better life for everyone though, we have to clean in front of house, so that everyone cleans in front of their house and as a result, the world would be better place.**

**Therefore, it is important not to see both issues globalization and localization separate from each other but combining them within glocalization umbrella will help us to develop actions and create focus to this direction to work together.**

Glocalization is consistently used in business sphere to promote the international and global products to adopt the local realities without doing no harm. Though, in our context, we would not use this term, there are similarities in two aspects. **Therefore, it is important to mention this in here as well to prevent misunderstanding or misconception between word and prepare you as trainer to possible questions that can come from participant s or mentors in this terminology.**

**The companies implement glocalization strategies to adopt the local realities and these strategies involves two essential steps :**

1. **Global Consistency**: A company, organization, or idea must maintain its core identity or product line to ensure consistency across the world. This consistency allows the product to remain recognizable and retains the brand's global value.
2. **Local Adaptation**: At the same time, this core offering is modified to align with the local market’s tastes, values, and cultural practices. This means adjusting elements such as marketing, product features, or even product names to resonate with local consumers.

One clear example of glocalization in action is the fast-food industry. You should consider a global company like **Starbucks**. While it offers the same recognizable coffee beverages in every country, it also incorporates local flavors and food items into its menu. In Japan, for instance, Starbucks may offer matcha-flavored drinks, whereas in Greece, it may introduce a cold coffee product suited to local preferences. **This strategy allows the company to maintain its global brand identity while also being relevant and appealing in specific cultural contexts.**

**Therefore, the issues are the similar, while the companies uses this to adopt their products to common realities in Give a Chance Programme, we will follow-up a bottom-up strategy.**

**Bottom-up strategy means that we will try to solve the issues that happens in local communities which has a bigger impact on the global scale** such as gender equality, the youth employment, marginalization of young people etc. Therefore, your role as trainers to keep the focus on these subjects and help participants to develop their projects by focusing on the issues of local communities.

**A fundamental principle of glocalization is the recognition of the importance of local knowledge.** Local knowledge refers to the understanding of the specific cultural, social, political, and economic factors that influence how people in a particular region behave and make decisions. Without this knowledge, initiatives run the risk of failure due to a lack of alignment with local realities. In both handbooks for mentors and young people ,we have provided detailed information about the local and national realities and provided information about how to do needs assessment within the program.

When a initative engages in glocalization, it must invest time and resources into understanding the local context. This can involve:

- Conducting **needs-assesment** to identify local communities' preferences, trends, and needs.
- Establishing **partnerships** with local businesses, governments or communities to gain insights and legitimacy.

Therefore, the **young people should develop skills in the program focusing on needs-assessment, problem identification and partnership development to address these issues.** As a trainer team, your role is to develop these aspects by benefiting from the handbooks as well as the theoretical sections of this handbook to make young people benefit from the overall action in a detailed manner.

**Glocalization is not a one-time adjustment but an ongoing process.** As cultures, and societies evolve, young people continuously assess how their work resonate with local audiences. This is particularly true in today's world, where local and global contexts are rapidly changing due to factors such as technological advancements, shifts in consumer behavior, and geopolitical developments.

**Successful glocalization, therefore, requires flexibility and responsiveness**. Young people and we as organizations must be ready to pivot their strategies and continuously refine their approach to maintain relevance in diverse situations and communities.

In the global landscape, **glocalization** plays a critical role by enabling organisations to enter and work in diverse social contexts. When it is thought, the four countries involved in this programme as Spain, Turkiye and Morocco, Tunusia; the realities are different than each other and which requires different approaches. Therefore, the young people has to understand this aspect of their projects might have cross-cutting issues such as youth unemployment or gender equality or inclusion of people with disabilities; the realities might need more adjustment during the implementation of their projects. Therefore, you should keep on eye during the discussions to make the participants aware about these differences and issues.

**The importance of glocalization on project management lies in the reality that what works in one place may not work in another. There is no one shoe fits all size. It is not the reality, it is not the possibility neither.** Preferences of people, cultural norms, and even regulatory environments can vary drastically from one region to the next. Therefore, the projects developed that adopt a standardized, global approach without considering local differences may struggle to gain a foothold in new contexts.

While glocalization offers numerous opportunities, it also presents challenges. As organizations and young people as the beneficaries of the project activities should navigate complex local regulations, social conditions which can vary dramatically between regions. In a globalized world where ideas, entertainment, and social movements can spread across borders in an instant, glocalization enables these global trends to be adapted and interpreted through the lens of local contexts. This process fosters a rich cultural dialogue where both global and local elements influence each other, leading to new forms of cultural expression and identity.

**Give a Chance Programme provides this space for young people to engage and work together from different realities to develop common solutions to the issues that they see important in their communities.** Glocalization is not just limited to consumer culture as the business professionalists think so; it also extends to the spread of social and political movements. Global movements such as **feminism**, **environmentalism**, and **human rights advocacy** often take on different meanings and priorities when they are adapted to local contexts. For example, the **global feminist movement has been glocalized in various regions of the world.** While Western feminists may focus on issues such as equal pay and reproductive rights, feminists in the Global South may prioritize issues such as access to education, child marriage, or political representation. In countries like **India, feminist movements have blended global ideas of gender equality with local concerns about caste and class, creating a more intersectional approach to feminism.**

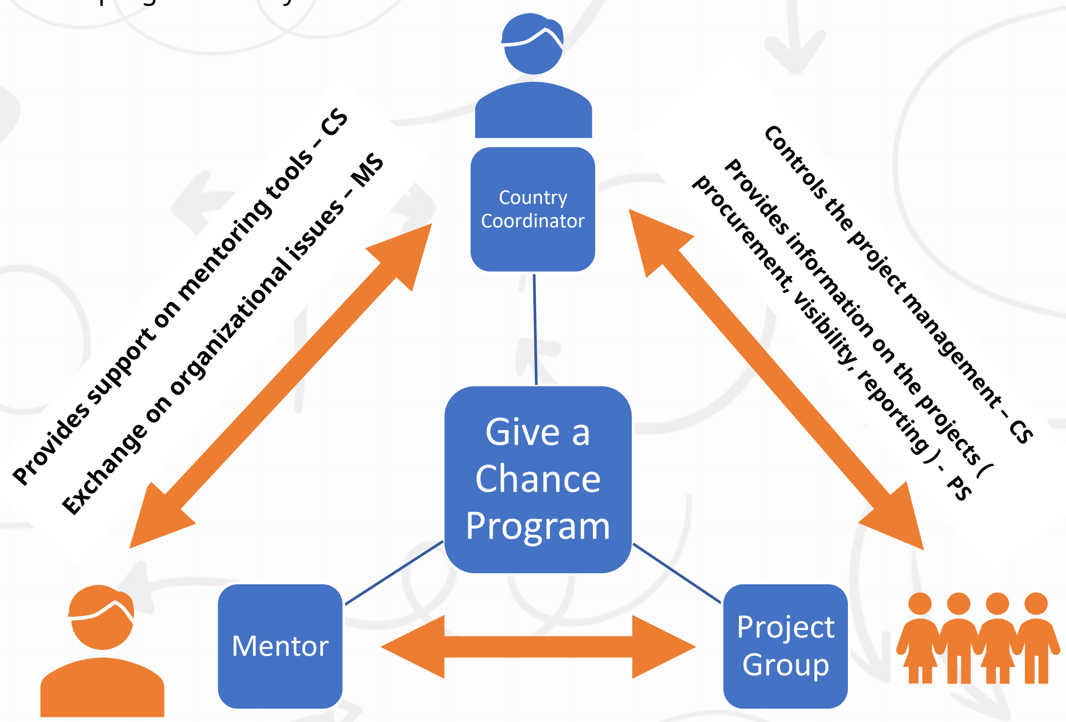
Similarly, the **environmental movement** has been glocalized in different regions. In developed countries, environmental activism may focus on reducing carbon emissions and promoting renewable energy, while in developing countries, it may center on issues like deforestation, land rights for indigenous peoples, or access to clean water. For instance, the global push for climate action has been adapted in Sub-Saharan Africa to focus on how climate change disproportionately affects poor and marginalized communities.

Therefore, it is important to develop dialogue spaces for the participants from Spain, Turkiye, Morocco and Tunusia to engage with each other and implement joint actions to localise their issues while adopting the global issues in their local contexts. **This process of glocalizing social movements ensures that they remain relevant and effective in addressing the specific needs and concerns of local populations, while still contributing to broader global goals.**

In conclusion, while glocalization offers opportunities for young people to make sense of global issues from the lens of their local contexts and helps them to develop initiatives in their own communities. **Within Give a Chance Programme, we want to inform the young people about the global issues but making them create an impact on the local level while tackling with the global issues. Your role as trainers in this process is to provide learning spaces for young people to create their ideas and tackle with these issues.**

## STRUCTURE OF GIVE A CHANCE PROGRAMME

Give a Chance Programme is consisted of several intervention methodologies one is mentoring mechanism that the participants will benefit throughout the project development, implementation and reporting period. This process is not only between the participants 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 their projects. This communication structure is presented to participants and mentors during training activities to clarify the overall structure as well as the implementation of the overall programming process. Therefore, it is important as trainers of both programs to understand the overall mechanism and structure of the program clearly.




**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 and local project implementation 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.

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

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

**Trainers :** You are responsible on provision of trainings in this context to support the learning of both mentors and participants in this process.

## YOUTH WORK & TRAINING DEVELOPMENT

Youth work is the essential part of the social and educational scene in Europe and offering young people with opportunities to engage in activities that foster personal growth, community involvement, and professional development. Unlike traditional education, youth work focuses on non-formal learning processes that are dynamic, flexible, and directly related to the needs and aspirations of young people. It encourages active participation, creativity, and the development of critical thinking, while promoting social inclusion and intercultural understanding.

Training within youth work plays a critical role in ensuring that youth workers and facilitators are well-equipped to handle the challenges and opportunities that arise in this diverse and ever-changing field. In particular, **training focuses on empowering youth workers with the tools and methodologies they need to facilitate effective learning experiences for young people**. This training is often rooted in non-formal education principles, which emphasize experiential learning, participatory methods, and a learner-centered approach.

**We have internalised the self-directed learning and experiential learning aspects within Give a Chance Programme. Therefore, the trainings should be developed by using these methodologies throughout its implementation period.**

**In this chapter, we have briefly mentioned the aspects of youth work and training development to ensure that the content developed within the program should focus on these principles and address the issues that are already developed within the handbooks of the programme for "Young People" and "Mentors".**

### Training within youth work practices

**Training is a vital component of youth work,** serving as a pedagogical tool that enables youth workers to guide young people through transformative learning experiences. In the context of European youth work, training is not just about imparting skills; it is about fostering an environment where **young people can explore, experiment, and develop their capacities in a supportive, learner-centered setting.** This is aligned with the principles of non-formal education, which differ significantly from formal education by emphasizing flexibility, voluntary participation, and the development of personal and social skills.

**In overall Give a Chance Programme,** we aimed to promote the capacity building of both mentors and young people to increase their skills to implement projects as well as tackle with the challenges that can happen during the implementation of project activities. The training in youth work is not only focuses on the non-formal setting in Give a Chance, but provides an informal learning opportunity for young people through the implementation of their project activities.

Training in youth work is a **participant-centered process that encourages experiential learning**. It enables young people to develop competencies that are crucial for both their personal lives and professional futures. **These competencies often include critical thinking, problem-solving, leadership, and the ability to work effectively in teams.** Moreover, training in youth work is not limited to the development of young people; it also focuses on empowering youth workers by enhancing their ability to design, deliver, and evaluate training programs. This very handbook is developed for this aim.

**Training in this context is more than just skill-building**. It is about creating a learning journey where both the trainers and participants engage in a collaborative process of knowledge exchange. Youth workers are trained to be facilitators, guiding young people through experiences that encourage self-reflection, intercultural awareness, active citizenship and in our context social entrepeneurship. In this way, training becomes a tool for social change, fostering active participation and a sense of responsibility among young people. The main aim of including the training activities within **Give a Chance Programme is to develop capacities of young people and engage them with their peers from different countries to make them work for a common goal : making the world a better place through social entrepreneurship.**

## Non-Formal Education and Social Inclusion

**One of the key aims of youth work training is to address the socio-economic challenges that young people face today.** Non-formal education, as promoted in European youth work, provides a space for learning that is inclusive, accessible, and tailored to the needs of marginalized groups. This is particularly important in a European context, where social exclusion, unemployment, and lack of opportunities disproportionately affect young people from disadvantaged backgrounds. **The consortium members are coming from the countries and regions where the young people suffers from several obstacles varying from the lack of adequate resources to geographical obstacles.**

Training programs in youth work often focus on promoting social inclusion by equipping youth workers with the skills and knowledge needed to engage with diverse groups of young people. The emphasis on intercultural learning, for example, allows youth workers to facilitate dialogues that bridge cultural divides and promote mutual understanding. In addition, training in non-formal education provides youth workers with the tools to create inclusive learning environments that encourage the participation of all young people, regardless of their socio-economic status, ethnicity, or abilities.

### Key Elements of a Training in Youth Work Context

Youth work training is a multifaceted process that equips youth workers with the knowledge, skills, and attitudes necessary to engage young people meaningfully. To ensure the effectiveness of youth work training, several key elements need to be considered. These elements are foundational to delivering high-quality, impactful training experiences that can foster both personal and professional growth among youth workers and the young people they serve.

We expect you to follow through these key elements as we will provide you with necessary information on :

- Profile of participants
- Profile of mentors
- The application form content of participants
- The handbooks developed for young people and mentors

The content in this manual is developed according to these information and it should be adopted according the real-life experiences of the participants to ensure that the training activity is delievered high-quality and impactful for the participants.

### Needs Assessment

Before any training program can be designed and delivered, it is essential to conduct a thorough needs assessment. This process helps to identify the specific skills, knowledge gaps, and developmental needs of the youth workers or young people involved. By understanding these needs, trainers can tailor the training content and methodologies to ensure relevance and effectiveness. **Training needs assessments often involve collecting data through surveys,**

**interviews, or focus groups with participants, youth workers, and other stakeholders. In Give a Chance case, we have used the application forms for gathering this data according to the expectations.** This information provides insights into the current skill levels of the participants, their learning preferences, and their expectations from training activities. It also helps in identifying the contextual factors, such as the socio-economic environment or cultural background, that may influence the training program.

**In youth work, the needs of both the participants (youth workers) and the beneficiaries (young people) must be considered. For example, if a youth organization is working in a marginalized community, the training may need to focus on social inclusion strategies or conflict resolution skills.** By tailoring the training to the specific needs of the context and the people involved, the program becomes more impactful, directly addressing the challenges that youth workers encounter in their daily practice.

## Learning Outcomes and Methodologies

A successful training program is built upon clearly defined learning outcomes. These outcomes describe what participants are expected to learn, achieve, or demonstrate by the end of the training. In the context of youth work, learning outcomes often include both hard and soft skills, such as the ability to design engaging activities for young people, facilitate intercultural learning, or apply digital tools in non-formal education.

To ensure these learning outcomes are met, trainers must implement a range of methodologies that cater to different learning styles and preferences. Youth work training typically emphasizes interactive, experiential, and participatory learning methods. These approaches align with the principles of non-formal education, which prioritize learner-centered processes and the active involvement of participants in their own learning journey.

Experiential learning, in particular, is a cornerstone of youth work training. This approach involves learning through experience—engaging participants in activities, simulations, or real-world tasks that require them to apply their knowledge and skills in practical contexts. For instance, role-playing activities, group discussions, and outdoor challenges are commonly used to help participants internalize concepts such as leadership, teamwork, or conflict management. In Give a Chance training program, we have implemented such methods to address the issues of the participation of young people.

In addition to experiential learning, other methodologies used in youth work training may include project-based learning, peer learning, and digital tools that support blended or online learning environments. These methods not only enhance the learning experience but also prepare youth workers to apply innovative approaches in their own work with young people.Moreover, it is important to engage the young people to prepare them concerning to their knowledge in terms of training and implementation.

An essential aspect of effective youth work training is its sustainability and the long-term impact it has on both participants and the communities they serve. Training programs must go beyond short-term skill-building and focus on creating sustainable practices that participants can continue to develop after the training has concluded. Thus, the program is designed in a blended format so that the participants can engage with each other through online platforms as well as develop their own practices through the implementation of the activities.

Sustainability in youth work training involves several dimensions. First, it requires that the skills and knowledge imparted during the training are relevant and adaptable to changing circumstances. This includes training youth workers to be lifelong learners who can continue to acquire new competencies in response to emerging challenges, such as digitalization or climate change.

Second, training must focus on building the capacity of youth workers to multiply the effects of the training within their organizations and communities. This is often referred to as the "multiplier effect," where trained youth workers apply their new skills to benefit a broader group of young people, and in turn, train others. For example, a youth worker who has been trained in sustainable development practices may initiate community projects that educate young people about environmental stewardship, thereby extending the impact of the training.

Lastly, sustainability in youth work training is closely linked to the concept of empowerment. Effective training should empower participants not only to carry out their roles more effectively but also to take ownership of their ongoing development. This is particularly important in the context of social inclusion, where youth workers are often working with marginalized or vulnerable groups. By empowering youth workers to advocate for and support these groups, training programs contribute to long-lasting social change.

Facilitation is at the heart of effective youth work training. A skilled facilitator ensures that the learning process is engaging, inclusive, and adaptable to the needs of the participants. In the youth work context, facilitation goes beyond merely delivering content; it involves creating an environment where participants feel empowered to take an active role in their learning journey, engage in meaningful discussions, and develop the competencies they need to work with young people. This section delves into the key elements of effective facilitation in youth work training, focusing on the roles and responsibilities of facilitators and the importance of inclusion and multiculturalism in training delivery.

**Youth work trainers have a multifaceted role.** They are not just instructors but also facilitators, mentors, and role models. Their primary responsibility is to create a learning environment that fosters participation, reflection, and personal growth. Effective trainers balance the need to impart knowledge with the need to encourage critical thinking and self-directed learning among participants.

One of the key responsibilities of a trainer in youth work is to be adaptable and responsive to the group dynamics and individual needs of participants. This means being flexible in the delivery of training content and being able to adjust the pace, style, and focus of activities based on the participants' feedback or emerging needs. For example, if a group of youth workers is struggling with a particular concept, a skilled facilitator may need to offer additional explanations or alternative learning exercises to help them grasp the idea.

Another important responsibility of a trainer is to guide participants through experiential learning processes. This often involves facilitating hands-on activities, simulations, or role-playing exercises that allow participants to practice new skills in a safe and supportive environment. The trainer’s role is to help participants reflect on these experiences, drawing out key lessons and encouraging them to apply these insights to their work with young people.

Moreover, trainers must manage group dynamics effectively. In any group training session, conflicts or tensions can arise, particularly in multicultural or diverse groups. A skilled facilitator will know how to navigate these dynamics, using techniques like conflict resolution, active listening, and empathy to ensure that all participants feel heard and respected. Managing group dynamics is critical to maintaining a positive learning environment where participants are comfortable sharing their ideas and experiences.

Lastly, trainers in youth work have a responsibility to ensure the sustainability of the learning outcomes. This means not only focusing on immediate skill development but also providing participants with the tools and strategies to continue learning and applying what they have gained after the training. Effective trainers encourage participants to develop action plans for integrating their new skills into their work, ensuring that the training has a lasting impact.

One of the defining features of youth work training, particularly in the European context, is its multicultural dimension. Youth workers often come from diverse backgrounds, and the young people they work with may represent a wide range of cultures, nationalities, and socio-economic statuses. Facilitating youth work training in such a context requires a deep understanding of intercultural learning and a commitment to inclusion.

Intercultural competence is a key skill for youth trainers, as it enables them to create a learning environment where all participants, regardless of their background, can engage fully and feel valued. Facilitators must be mindful of cultural differences in communication styles, learning preferences, and social norms, and adjust their facilitation techniques accordingly. For instance, some participants may come from cultures where direct confrontation is discouraged, while others may be used to more assertive forms of communication. A skilled facilitator will find ways to accommodate these differences, fostering respectful dialogue and collaboration.

Inclusion is another critical element of effective facilitation. Youth work training must be accessible to all participants, including those from marginalized or disadvantaged groups. Facilitators must ensure that training materials, activities, and discussions are inclusive and free from bias. This may involve making adjustments to accommodate participants with different abilities or learning needs, as well as creating a space where everyone feels comfortable contributing to discussions.

Inclusive training also means actively promoting diversity and ensuring that all voices are heard. Facilitators should encourage participants from different backgrounds to share their experiences and perspectives, enriching the learning process for the entire group. This not only enhances intercultural understanding but also helps participants to develop the skills they need to work effectively with diverse groups of young people in their own communities.

Facilitators in youth work training also need to be adept at addressing sensitive or challenging topics, such as discrimination, inequality, or conflict. In these situations, it is crucial to create a safe and supportive environment where participants can explore these issues openly and constructively. Facilitators may need to use specific techniques, such as debriefing or structured discussions, to help participants process their experiences and develop strategies for addressing similar challenges in their own youth work.

Ultimately, facilitating youth work training in a multicultural and inclusive manner requires not only technical skills but also empathy, cultural sensitivity, and a strong commitment to social justice. By creating an environment where all participants can learn from each other and feel empowered to make a difference, facilitators can help foster the values of inclusion, respect, and intercultural understanding that are essential to effective youth work.

One of the primary challenges in youth work training is keeping pace with the rapid evolution of digital technologies. As more aspects of life and work shift online, youth workers need to develop digital literacy and competencies to effectively engage young people in the digital space. While digital tools offer new avenues for learning and participation, they also require youth workers to constantly update their skills to stay relevant. For some youth workers, especially those with limited access to resources, the digital divide can be a significant barrier, making it difficult to implement blended learning models or access online training platforms. Thereare several platforms useful to engage the young people prior to the training activities to prepare them for the implementation of the projects.

Another challenge is resource constraints. Many youth organizations operate with limited funding and support, which can restrict their ability to provide comprehensive training opportunities. This can be particularly challenging in remote or underserved areas, where youth workers may not have access to the same level of training resources as those in more urban or well-funded environments. As a result, trainers must be creative in using the available resources to deliver high-quality training, often relying on community-based support or open-source materials.

Youth work also faces challenges related to social inclusion. While the principles of non-formal education and intercultural learning are designed to promote inclusion, some groups of young people—such as those from marginalized communities, migrants, or individuals with disabilities—remain underrepresented in training programs. Trainers must work proactively to create inclusive learning environments that address the diverse needs of all participants. This may require additional outreach efforts, tailored training materials, or specific facilitation techniques to ensure equitable participation.

Finally, another challenge lies in addressing the growing complexity of issues that young people face today, including mental health concerns, climate change, and political polarization. Youth workers need to be equipped not only with practical skills but also with a deep understanding of these complex, interrelated issues to help young people navigate them effectively. This can place a heavy burden on trainers, who must constantly update their knowledge and methodologies to stay relevant in a rapidly changing world.

While these challenges are significant, youth work training also offers numerous opportunities, particularly in the realm of sustainability. **Youth workers are in a unique position to promote sustainable development goals (SDGs) and empower young people to take action on environmental, social, and economic issues.** Training programs can integrate sustainability concepts, encouraging youth workers to engage young people in initiatives that address climate change, environmental stewardship, and social justice. Within our project, it is one of our aims to promote the SDGs through the projects of the participants. In that way, as trainers our role is to implement these activities with the young people and encourage them through the implementaion of the projects.

The focus on sustainability also opens the door to new methodologies in youth work training. Many organizations are now incorporating themes of ecological responsibility, ethical leadership, and community-based solutions into their training curricula. This aligns with the growing recognition that young people must be prepared not only for today's challenges but also for the long-term future. Youth workers who are trained in sustainability practices can play a pivotal role in fostering young leaders who are equipped to drive positive change in their communities.

Moreover, the rise of digital tools and blended learning provides an unprecedented opportunity to enhance the accessibility and reach of youth work training. Online platforms and digital resources allow youth workers from different regions to connect, share knowledge, and collaborate on projects. These tools make it possible for youth workers in remote or resource-poor areas to access high-quality training and resources that were previously unavailable to them. By embracing digital innovation, youth work training can become more inclusive and scalable, reaching more participants and creating greater impact.

Additionally, the increasing emphasis on intercultural learning and global citizenship creates new opportunities for youth workers to develop their capacities to engage with diverse groups. Training programs that focus on intercultural dialogue, empathy, and global awareness help youth workers foster inclusivity in their local communities while connecting with broader international movements. This global perspective not only enriches the learning experience but also empowers youth workers and young people to engage in cross-border collaborations and initiatives.

Youth work training is a critical element in the development of competent and effective youth workers who can support the growth and empowerment of young people across Europe. It operates within a framework of non-formal education, focusing on experiential learning, inclusivity, and intercultural understanding. Through well-designed training programs, youth workers are equipped with the skills, knowledge, and attitudes necessary to facilitate personal development, foster social inclusion, and address the complex challenges faced by young people today.

At the heart of youth work training are several key elements: a thorough needs assessment to tailor the training to the participants' specific contexts, clearly defined learning outcomes that guide the training process, and methodologies that prioritize interactive, learner-centered approaches. Sustainability is also a critical focus, ensuring that the knowledge and skills gained during training have a lasting impact and can be adapted to future challenges.

Facilitating youth work training requires skilled trainers who can manage group dynamics, adapt to diverse learning needs, and foster an inclusive environment. Trainers must be flexible, culturally competent, and capable of guiding participants through experiential learning activities that promote both personal and professional growth.

While youth work training faces challenges such as digital divides, resource constraints, and the complexity of emerging issues, it also offers exciting opportunities. The rise of digital tools, the integration of sustainability into training curricula, and the growing emphasis on intercultural learning provide new pathways for innovation and impact.

Ultimately, the success of youth work training lies in its ability to empower youth workers and young people alike, creating a ripple effect that fosters social inclusion, community engagement, and positive change. As youth work continues to evolve in response to societal needs, training programs must remain flexible, forward-thinking, and grounded in the values of inclusivity, participation, and empowerment.

## KICK-OFF TRAINING FOR YOUNG PEOPLE

Kick-Off of Give a Chance programme was developed to address the capacity building of the young people to implement project activities in their own countries and provide them with tools to manage and implement their projects. The aim was to develop a common understanding and provide guidelines for the young people within the countries involved in the project for creating a common guidelines for the activities of young people in the participating countries.

To implement these, the following methods explained in this chapter was used to address the overall implementation process of the project during the implementation of the training activity in Morocco. During this process, the young people developed their projects and provided their application forms which helped us to evaluate their ideas, give them feedback and reshape their ideas with the mentors. Mentors were involved to engage with the young people and we have matched them to work together during the implementation of the activities.

From below, the methods explained in detailed to guide the trainers involved in the project throughout the implementation of the sessions of Kick-Off of Give a Chance Programme training programme. The daily schedule was developed and changed during the implementation period, thus, it was not provided here again.

### Welcome & Project Presentation - Q&A

**Theme:** Social Entrepreneurship, Introduction of Project, Group Dynamics

**Complexity**: 1

**Group Size**: 40+ people

**Time:** 60 min

**Short Description about the Method**:

This session was organized to meet young participants within the scope of the "Give a Chance!" project, to introduce the project and to satisfy the participants' curiosity in the field of social entrepreneurship. After the welcome speech and project presentation, an interactive Q&A session is held with the participants. This session helps the participants clarify their expectations from the project and start the training with motivation.

**Materials**:

- Projector and presentation screen
- Presentation slides
- Printed agenda of the program
- Flipchart and colored pencils

**Instructions**:
Facilitator starts with the project coordinator welcoming the participants in a warm and energetic manner. Gives a motivational speech to the participants emphasizing that the project focuses on social entrepreneurship and will contribute to their development in this field.

All partivipants play a short, fun introduction game to get the participants to know each other.

**Say my Nick Name**

Coordinator makes a presentation about the "Give a Chance!" project and the importance of this project in the field of social entrepreneurship. Explains; the project goals, opportunities offered to the participants and expected outputs are detailed.

Coordinator, after the presentation, gives the participants the opportunity to ask questions about the project and the training process. Encourages the participants to ask questions about social entrepreneurship.

Facilitator gives out post-its to the participants and asks them to write down their questions and expectations about the project. These post-its are pasted on the flipchart and answered collectively.

**Tips for Facilitators:**

-Facilitator should keep the presentation lively and interesting; support it with examples of social entrepreneurship and success stories.

-Encourages participants to ask questions about anything they are curious about regarding the project by establishing an open and sincere dialogue with them.

-Asks each participant for their views so that everyone feels they can contribute to the project.

**Suggestions for Follow-up:**

- Share presentation slides and related documents with participants after the session.
- Recommend additional reading and resources to participants who want to learn more about social entrepreneurship.

## Method 2 : Make my movement to know my name

**Theme:** Introduction, Group Dynamics, Communication

**Complexity:** 1

**Group Size:** 40+ people

**Time:** 30 minutes

**Short Description about the Method:**

This fun and interactive introduction game aims to teach participants their names and to create an atmosphere of trust and comfort within the group. Each participant makes a movement that they associate with their name and the group repeats these movements in turn. This game improves memory and interaction within the group.

**Materials**:

An empty area (a room where participants can move freely)

**Preparation**:

Facilitator makes participants sit or stand in a circle and explains the rules and relax the participants before starting the activity.

**Instructions**:

All participants should form a circle.

The first participant should say their name and makes a movement (for example, raises their hands in the air saying "I am X").

The next participant repeats the previous person’s name and movement, then says their own name and adds a new movement.

In this way, everyone in the circle repeats the previous person’s names and movements in turn, then adds a new movement with their own name.

The game ends when the last person in the circle repeats all the names and movements. All participants, together, collectively repeat the names and movements of everyone in the circle once more.

**Debriefing and Evaluation:**

Get feedback on how communication within the group has developed after the game.

**Tips for Facilitators:**

- Keep the game fun and humorous; encourage participants to relax and not be afraid to make mistakes.
- If someone forgets a name or movement, others in the group can remind them. This reinforces the group dynamic.

**Suggestions for Follow-up:**

Encourage them to remember these names and movements in later activities, thus creating a continuing dynamic within the group.

## Two Truths and a Lie

**Theme**: Introduction, Communication, Group Dynamics

**Complexity**: 1

**Group Size**: 40+ people

**Time**: 30 minutes

**Short Description about the Method:**

This fun and interactive ice breaker activity is used to help participants get to know each other better. Each participant tells two true facts and one lie about themselves. The other participants try to guess which of these facts is a lie. This activity reduces tension within the group and builds a bond between the participants.

**Materials**:
Post-it notes

**Preparation**:

Explain the rules of the activity clearly and give participants a few minutes to think. Then ask them to write 2 truths and 1 lie about themselves.

**Instructions:**

**Start**: Each participant is asked to create three sentences about themselves: Two must be true and one must be a lie.

**Share**: Music starts and Participants walk around, when music stops they find a partner to talk about those papers . The other participants try to guess which sentence is a lie. Then it keeps same way.

**Debriefing and Evaluation:**

- Ask participants to share how fun the activity was and which lies were the most creative.
- Discuss the effects of this activity on communication and intimacy within the group.

**Tips for Facilitators:**

- Encourage participants to be creative, but also suggest that their lies not be too complicated so that they feel comfortable.
- Create a positive atmosphere, be humorous and supportive to ensure everyone participates.

**Suggestions for Follow-up:**

After this activity, plan similar get-to-know-you games and activities that strengthen group dynamics to increase interaction between participants.

## Intercultural Iceberg

**Theme**: Cultural Awareness, Deep Understanding, Group Dynamics

**Complexity**: 2

**Group Size**: 40+ people

**Time**: 30 minutes

**Short Description about the Method:** The "Iceberg" method is a technique used to make participants aware of the visible and invisible elements of culture. The visible surface of the culture represents easily noticeable elements such as language, clothing, and food, while the part that remains underwater includes deeper cultural elements such as values, beliefs, and attitudes. This method allows participants to better understand both their own culture and other cultures.

**Materials**:

- A large whiteboard or flipchart
- Colored pencils
- Post-it

**Preparation**: A large iceberg is drawn on the flipchart. The small part of the iceberg above water and the large part underwater are clearly shown. Sticky notes are prepared for the participants to represent cultural characteristics.

**Instructions**: Participants learn that the iceberg model represents the visible and invisible aspects of culture. The cultural elements that are visible above water represent surface features such as language, clothing, and food, while the submerged elements represent deeper elements such as values, beliefs, and attitudes.

Participants write on their notes thinking about the cultural elements that are visible above water and those that are underwater in their own culture or other cultures they know. Participants stick the notes representing the cultural elements that are visible above water to the top of the iceberg, and the elements that are underwater to the bottom of the iceberg. After all the notes are placed, a discussion is held about which elements are above water and which are underwater. A discussion is held on how cultural differences can affect the dynamics within the group.

**Debriefing and Evaluation:** Participants are asked to share how the iceberg model affects their cultural understanding and which elements are most surprising. Feedback is received on how this method changes the participants' perspectives on other cultures.

**Tips for Facilitators**: Participants are encouraged to think deeply, discovering deeper meanings behind surface elements. Everyone is encouraged to share their views, creating a rich discussion environment with diverse perspectives. Participants are explained why it is important to explore the hidden elements in different cultures.

**Further Reading about the Theory of the Method:**

- Edward T. Hall's works on "Culture and Communication".
- Intercultural Learning T-Kit Council of Europe

## Marshmallow Challange

**Theme**: Team work, Team building, Creative Problem Solving

**Complexity**: 2

**Group Size**: 40+ people

**Time**: 50 minutes

**Short Description about the Method:**

The Marshmallow Challenge is a hands-on activity that encourages teamwork, creativity, and problem-solving skills. Participants work in small teams to build the tallest free-standing structure using limited materials. The activity encourages collaboration, communication, and innovation under time constraints.

**Materials:**
For each team;

- 20 spaghetti sticks
- 1 meter of tape (e.g. paper tape)
- 1 meter of rope
- 1 marshmallow
- 1 pair of scissors

**Preparation:** Materials are distributed to each team.A large, open area is prepared by the facilitator where teams can build their structures. The rules and goals are clearly explained before starting the timer.

**Instructions**:
The facilitator divides the participants into teams of 5-6. The facilitator gives each team the same materials: spaghetti, tape, string, and a marshmallow. The teams have 18-20 minutes to build the tallest free-standing structure possible, with the marshmallow on top, using the materials provided. When the time is up, the height of each structure is measured and the tallest structure standing with the marshmallow on top is declared the winner.

**Debriefing and Evaluation:** Teams discuss different approaches they took to solve the problem. Ask participants about the challenges they faced and how they overcame them. You should emphasize the importance of teamwork, planning, and experimentation in achieving goals.

**Tips for Facilitators**

The Facilitator encourages creativity and unconventional thinking. Tracks time and gives participants updates as they work. Emphasises that failure is part of the learning process—encourages teams to experiment and think innovatively.

## Creative Model Building

**Theme**: Teamwork, Creativity, Problem Solving

**Complexity**: 3

**Group Size**: 40+ people

**Time**: 60 minutes

**Short Description about the Method:**

"Creative Model Building" activity is a teamwork activity that requires participants to make a creative and functional model using limited resources. Participants try to make the best model in line with the given task using materials they collect from outside within a certain period of time. This activity aims to develop communication, creativity and problem solving skills within the team.

**Materials**:

- 1 pair of scissors for each team
- 1 pair of tape for each team
- Materials to be collected from nature or the environment (branches, leaves, stones, paper, etc.)

**Preparation**: Participants are divided into groups of 5-6. Each group is given a pair of scissors and tape. Participants are given the task of collecting materials from the environment within a certain amount of time to make a model. Safe and appropriate areas are determined in the environment.

**Instructions**: Participants collect materials from the environment in groups. They are given a certain amount of time for the materials they will collect (for example, 15-20 minutes). Each group makes a creative model using the materials they collect and the scissors and tape given to them. The group determines what the model will represent or what theme it will be about. 35-40 minutes are given for model making. During this time, groups are expected to collaborate among themselves and create the most creative and functional model. When the time is up, each group presents their model and explains the process they followed and why they chose the materials they used.

**Debriefing and Evaluation:** Participants should be asked to share the challenges they encountered during the model making process and how they overcame these challenges. Feedback should be received on team communication, creative thinking and collaboration processes. Each model should be evaluated in terms of innovation, aesthetics, functionality and group work.

**Tips for Facilitators**: It may be useful to encourage participants to be creative in the materials they collect and to think about how they can use unusual materials. It is important to ensure that groups find creative solutions with limited materials and that everyone actively participates. A supportive approach can be adopted during the activity to create a fair competition environment between groups and to provide a fun and learning experience.

**Suggestions for Follow-up:** Literature on creativity and innovation. Resources on teamwork and problem-solving processes.

## Conflict Resolution Role Play

**Theme**:Conflict Management, Communication, Problem Solving

**Complexity**:3

**Group Size**: 40+ people

**Time**: 90 minutes

**Short Description about the Method:** "Conflict Resolution Role Play" activity is a role playing activity that teaches participants how to react to various conflict scenarios and how to resolve these conflicts. Participants simulate conflict situations they may encounter in real life and learn how to effectively manage these situations. This activity provides an opportunity to stay calm, empathize and develop communication skills in moments of conflict.

**Materials**:

- Cards or papers with conflict scenarios
- Simple accessories that can be used during role playing (optional)

**Preparation**: Scenarios containing various conflict situations are prepared. These scenarios represent conflicts that may be encountered in environments such as the workplace, social projects, group work. Participants are divided into groups of 5-6.

**Instructions**: Each group is given a conflict scenario. The groups act out the scenario among themselves and discuss how it could be resolved. Each group determines the paths they can follow in resolving the conflict by acting out the characters in the scenario. These paths may include strategies such as compromise, mediation, empathy, and effective communication. After the groups play their roles, they present their solution suggestions to the other groups and a discussion is initiated. At the end of each scenario, group discussions are held on the resolution of the conflict. Solutions are evaluated and alternative approaches are discussed.

**Debriefing and Evaluation:**

Participants are asked to share the difficulties they encountered and what they learned during the role play. Feedback is received to evaluate which strategies were more effective in conflict resolution and why these strategies were successful. A discussion is held on how group dynamics and communication skills play a role in conflict resolution.

**Tips for Facilitators**: It may be beneficial to adopt an approach that encourages participants to express themselves and produce solutions in conflict situations by providing a comfortable environment. It is important to allow groups to try different approaches to conflict resolution and to learn from each other. It may be necessary to closely monitor the dynamics within each group and intervene when necessary to ensure emotional safety during role-playing.

**Further Reading about the Theory of the Method:**

Literature on conflict management, especially classic works on negotiation and mediation such as "Getting to Yes" by Roger Fisher and William Ury.

Research on the role of communication and cooperation within groups in conflict resolution

## SCENARIOS FOR CONFLICT MANAGEMENT

### Differences of opinion in the team

- **Scenario**: In a project team, two team members discuss the project's future direction. One of them wants to focus on improving the existing product, while the other thinks they should explore new markets.
- **Conflict**: The differing opinions lead to tension between the two, with each holding their point of view firmly and refusing to give in. This begins to affect team dynamics and the progress of the project.
- **Solution**: The team decides to organize a meeting to discuss both options in detail. A SWOT analysis is conducted for each approach. In the end, the team reaches a consensus, choosing to prioritize product improvement but with a plan to explore new markets in the future.

### Peer competition

- **Scenario**: Two colleagues in the same department aspire to the same promotion, which creates rivalry between them.
- **Conflict**:This competition becomes destructive as the two begin to stop working together and undermine each other's work. The tension becomes obvious to the rest of the team and affects overall performance.
- **Solution**: The manager intervenes, talking individually with each colleague about their goals and aspirations. Clarifies criteria for promotion and sets clear goals for both employees, ensuring that there are development opportunities for everyone.

### Different communication styles

- **Scenario**: One employee prefers to communicate via detailed e-mails, while another prefers direct communication, either by phone or face-to-face.
- **Conflict**: Differences in style lead to frequent misunderstandings because each feels that the other is not communicating effectively.
- **Solution**: After discussing the situation, the two employees agree on a compromise. For example, they will use emails to document decisions and short meetings to clarify urgent issues.

### Delaying deadlines

- **Scenario**: A team member fails to meet deadlines set for delivering tasks.
- **Conflict**: This delays the progress of the project and causes frustration among colleagues who depend on his or her contributions to complete their own tasks.
- **Solution**: The manager organizes a meeting with the employee to understand the causes of the delays. Support measures are put in place, such as setting interim deadlines and monitoring progress through regular check-ins.

### Prioritizing tasks

- **Scenario**: An employee in the IT department receives urgent requests from two different managers, each asking to prioritize his project.
- **Conflict**: The employee feels caught in the middle, and tensions between the managers escalate as each insists that their task is more important.

- **Solution**: Organize a meeting between the two managers and the employee to discuss the impact of each project. Establish a prioritization plan based on strategic importance and available resources.

### Insufficient resources

- **Scenario**: Two managers request the same limited resources (e.g. staff or budget) for their projects.
- **Conflict**: Each manager believes that his/her project should be prioritized, leading to conflict and inefficient use of resources.
- **Solution**: Managers discuss together to assess the impact of each project. A compromise is reached, either by alternative resource allocation or by finding additional resources from other sources.

### Intercultural conflicts

- **Scenario**: In a multicultural team, tensions arise due to cultural differences in working style and communication.
- **Conflict**: Team members are not able to work together effectively because they have different expectations in terms of working methods, scheduling and decision-making.
- **Solution**: Intercultural training sessions are organized to improve mutual understanding and respect. Encourage open communication and establish a set of working rules that take cultural diversity into account.

### Lack of transparency

- **Scenario**: One department feels that another does not share enough information, leading to frustration and difficulties in working together.
- **Conflict**: This lack of transparency leads to mistrust and delays in joint projects because teams do not have access to all the necessary data.
- **Solution**: Establish clear and regular channels of communication between departments as well as regular meetings to update information and coordinate efforts.

### Differences in roles and responsibilities

- **Scenario**: Two colleagues have different interpretations of their responsibilities in a project.
- **Conflict**: This leads to duplication of tasks or omissions, causing frustration and confusion in the team.
- **Solution**: Hold a meeting to clarify roles. Job sheets are reviewed and updated to eliminate any vagueness, and colleagues are encouraged to communicate openly about their tasks.

### Mobbing in the workplace

- **Scenario**: An employee is harassed by a group of colleagues who exclude him from activities and spread negative rumors about him.
- **Conflict**: The abusive behavior affects the employee's morale, job performance and creates a toxic work environment.
- **Solution**: Management intervenes quickly, investigating the situation and discussing with all parties involved. Appropriate sanctions are applied and respect at work training sessions are organized.

## Problem Identification

**Theme**:Problem Identification, Needs Analysis

**Complexity**:3

**Group Size**: 40+ people

**Time**: 75 minutes

**Short Description about the Method:** This activity helps participants identify a specific social or environmental problem and analyze its causes, effects, and potential solutions. The activity is a critical step in laying the foundations of social enterprise projects. Participants analyze the problems they identify in depth, creating a solid foundation for their projects.

**Materials**:

- Flipchart papers
- Board markers

**Preparation**: Participants are divided into groups of 6-8 before the session. Each group is given a flipchart paper and markers. The groups consist of participants from two different countries and each group is assigned a mentor.

**Instructions**: Introduction: The Facilitator briefly explains the basic steps of the process of developing an idea for social entrepreneurship projects:

- Creating the project idea
- Identifying and analyzing problems
- Identifying the main problems faced by the target groups and beneficiaries

**Problem Identification**: Groups are asked to identify a specific social or environmental problem. This problem should include the main problems faced by target groups and beneficiaries and the root causes of these problems.

**Problem Tree Method**: Each group analyzes the root causes and effects of the problem they have identified using the "Problem Tree" method. This method is used to get to the root of the problem and generate ideas on how to solve it.

- The root of the problem, namely the main reasons, are determined as "roots".
- The effects of the problem are shown as "branches".

**Developing Project Ideas**: Groups begin developing project ideas based on the problems they have identified. These ideas provide solutions that address the root of the problem and mitigate its effects.

**Mentor Support:** The mentor assigned to each group guides the groups as they develop their project ideas and provides feedback.

**Presentation**: Each group presents their problem analysis and project ideas on a flipchart. They further develop their projects by receiving feedback from other participants.

**Debriefing and Evaluation:** Participants are asked to discuss how the problems they identified and the solutions they developed can form the basis of their projects.

Each group shares what they learned and the challenges they encountered when presenting their problem tree and project idea.

**Tips for Facilitators**: Encourage participants to think deeply as they identify problems. Mentors will help guide the groups to make their project ideas more concrete and actionable. Keep the feedback process active and interactive so that groups can learn from each other. **Suggestions for Follow-up:** Participants can plan to work on the problems they identified and the project ideas they developed further and put these ideas into practice.

**Further Reading about the Theory of the Method:** Short articles and guides on social entrepreneurship and project management can be suggested.

## Matching Participants with Project Themes Objectives & Aims → S.M.A.R.T

**Theme**: Project Themes, S.M.A.R.T Goal Setting

**Complexity**: 3

**Group Size**: 40+ people

**Time**: 90 minutes

**Short Description about the Method:** This activity consists of matching participants with appropriate themes for projects and determining the goals and objectives of each project according to SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals. This process allows projects to be shaped in line with clearer goals and increases the chance of success.

**Materials**:

- Flipchart papers and board markers
- Paper and pens for taking notes

**Preparation**: Participants are matched with each other. A presentation containing S.M.A.R.T. goals should be prepared.

**Instructions**: The facilitator should explain to the participants why S.M.A.R.T. goal setting is important for projects and how to use it. It should be emphasized that goals should be specific, measurable, achievable, relevant and time-oriented.

**Debriefing and Evaluation:** Participants should be divided into groups according to the project themes they are interested in. Each participant should be placed in a project where they can contribute in the areas they are interested in. In this process, the participants' skills and experiences are taken into account.

Each project group begins working to determine their own project goals according to the SMART criteria.

**Tips for Facilitators**: A short presentation is recommended before the session to ensure that participants are fully familiar with SMART goals. Each group should be guided in creating their goals and care should be taken to ensure that the goals are realistic.

**Suggestions for Follow-up:** Throughout the implementation process of projects, the extent to which S.M.A.R.T. targets are being successfully followed should be monitored and reviewed regularly. Each project group can prepare regular reports using these targets to measure their progress.

## What is Social Entrepreneurship? - Defining Social Entrepreneurship and Project Development

**Theme**:Social Entrepreneurship, Social Benefit, Innovation

**Complexity**: 2

**Group Size**: 40+ people

**Time**: 60 - 75 minutes

**Short Description about the Method:** This session allows participants to understand the concept of social entrepreneurship and experience the process of creating a social enterprise project. Participants design and present an imaginary social enterprise project in groups.

**Materials**:

- Flipcharts
- Boardmakers

**Preparation**: Participants are divided into groups of 6-8 people before the session. A flipchart paper and a set of board markers are distributed to each group.

**Instructions**:
**Introduction:** The facilitator explains the general definition of social entrepreneurship in a short and understandable way.

**Group Names**: Each group is asked to come up with a team name that suits them. These names should be in line with the theme of social entrepreneurship.

**Project Developmen**t: Groups are asked to design an imaginary social enterprise project. In this project, they are expected to determine a social or environmental problem they want to solve, explain how they will solve this problem and what steps they will take.

**Flipchart Presentation**: Groups prepare their projects by writing or drawing on flipchart paper. Information such as the project name, goal, steps to be implemented and expected results should be shown on the flipchart.

**Presentation**: Each group presents the project they have prepared to all participants. In the presentation, they explain what kind of social benefit their project will provide and why it will be successful.

**Debriefing and Evaluation:** After the presentations, all participants give feedback on the projects. Which projects are more creative and effective are discussed. A general evaluation is made on why social entrepreneurship is important and how such projects can have an impact on society.

**Tips for Facilitators**: Encourage participants to think creatively and be confident when presenting their projects. Keep presentations fun and interactive, ensuring everyone is involved.

**Suggestions for Follow-up:** After the session, participants can be offered suggestions for developing similar social enterprise projects in their own communities.

**Further Reading about the Theory of the Method:** Provide short videos or articles on social entrepreneurship.

## Business Canvas for Project Development

**Theme:** Stakeholder Management, Activity Development, Risk Management, Budget Development, Fundraising

**Complexity:** 4

**Group Size:** 40+ people

**Time:** Full day

**Short Description about the Method:** This methodology allows participants to structure their projects using the Business Canvas model. Throughout the day, stakeholder identification, activity development, risk management, budget planning, and fundraising stages are integrated into this model. Each stage is a crucial step in project development, helping participants make their projects more concrete and achievable.

**Materials:**

- Business Canvas templates (one for each participant)
- Flipchart papers and board markers
- Forms and tools for risk management and budget planning
- Projector and screen
- Paper and pens for note-taking
- Post-it notes
- Participants' computers

**Business Canvas for Project Development**

**Introduction:** The "Give a Chance" project aims to help participants develop social entrepreneurship skills and design projects they can implement when they return to their countries. Throughout the program, participants will shape, plan, and develop their projects using the Business Canvas model. Each stage is structured to connect with the previous one, allowing participants to build their projects step by step.

**1. Stakeholder Identification**

**Topic:**
Stakeholders play a critical role in a project’s success. In social entrepreneurship projects, accurately identifying stakeholders strengthens the project and makes it more sustainable. Stakeholders are individuals, institutions, or communities that may directly or indirectly impact the project. Therefore, correctly identifying stakeholders will enhance the project’s effectiveness.

**Objective:**
Participants must identify internal and external stakeholders for their projects. These stakeholders should be evaluated based on how and at what stages they will influence the projects.

**Implementation:**
The facilitator should explain what stakeholders are, how they are identified, and how different stakeholders can impact a project. The differences between internal stakeholders (project team, mentors, volunteers) and external stakeholders (community leaders, government officials, sponsors) should be highlighted. Participants should work in groups to identify appropriate

stakeholders for their projects and discuss the potential impacts these stakeholders may have on their projects.

**Outcome:**
By this stage, participants should clearly identify who their stakeholders are and how these stakeholders can contribute to their project. This is a critical step for ensuring the sustainability of their projects.

**2. Activity Development**

**Topic:**
A social entrepreneurship project must be materialized through specific activities. These activities should be structured to reach the target audience and serve the defined goals. The activity development process involves planning concrete steps to achieve project objectives.

**Objective:**
Participants should determine the activities they will implement in their projects. These activities must be suitable for the target groups, advance the project's goals, and be measurable.

**Implementation:**
The facilitator should explain how the activity development process is carried out. Participants should work in groups to determine the main activities for their projects. These activities must serve the project's objectives, align with the target groups, and increase the project's impact. Each group should discuss how the activities will be implemented, what resources will be used, and the expected outcomes.

**Outcome:**
Participants should clearly define the purposes of the activities they plan for their projects. These activities will form the foundational steps for ensuring the feasibility and success of the project.

**3. Risk Identification**

**Topic:**
Every project faces certain risks. Accurately identifying these risks is crucial for understanding how they may affect the project's success. The risk management process involves developing strategies to minimize risks and reduce potential harm to the project.

**Objective:**
Participants must identify the potential risks they may face during their projects. Once risks are identified, strategies should be developed to manage and minimize these risks.

**Implementation:**
The facilitator should explain the risk management processes and how risks are identified. Risks should be analyzed under four key categories: Risk Identification, Risk Quantification, Risk Response Development, and Risk Control. Participants should identify potential risks for their projects and develop strategies to mitigate them, such as financial risks, human resource risks, or operational risks.

**Outcome:**
Participants should develop risk management plans for their projects. Proper risk management will secure the success of their projects and increase their sustainability.

**Budget Development**

**Topic:**
Every project, whether small or large, needs a well-thought-out budget to be successful. A proper budget allows for the efficient allocation of resources, ensuring that all project activities are financially supported. In social entrepreneurship projects, this is critical as many resources may come from various sources such as grants, sponsors, or in-kind contributions. Proper budgeting will ensure the project's feasibility and sustainability.

**Objective:**
Participants must create a comprehensive budget plan for their projects. The budget should cover all necessary expenses, including human resources, materials, logistics, and contingency funds. Participants will also learn how to strategically manage their finances to maximize the impact of their project while minimizing unnecessary costs.

**Implementation:**

**Step 1: Understanding Budget Categories :** The facilitator begins by introducing the key budget categories that participants must consider when developing a budget. These categories typically include:

1. **Human Resources:** Salaries or stipends for staff, volunteers, or contractors involved in the project. **!!! As Trainer, you should not forget while explaining this section, that the costs of the participants cannot be covered from project budget.**
2. **Equipment & Materials:** Costs related to purchasing or renting equipment, materials, or technology.
3. **Logistics & Operations:** Travel, accommodations, venue hire, food, transportation, and other operational costs.
4. **Marketing & Outreach:** Costs associated with promoting the project, creating visibility, and engaging stakeholders.

**Step 2: Allocating Resources**

Participants should then assign specific amounts to each budget category, considering the project's scope and scale. Each group should identify the key resources they need, their availability, and the cost implications. This helps them assess which elements are essential and where they can economize or seek in-kind contributions. Facilitator can guide participants on how to research and estimate costs using real-world data or project templates.

**Step 3: Prioritizing Expenses**

It is essential for participants to distinguish between "must-have" and "nice-to-have" expenses. Facilitators should encourage participants to prioritize costs that are critical for the project’s success. For example, if the project focuses on training youth, the costs associated with venues, trainers, and training materials are likely to be prioritized over marketing expenses.

**Step 4: Estimating Income Sources**

Participants will also learn how to identify and estimate the income sources for their project. These might include grants, donations, sponsorships, crowdfunding, government support, or earned income from services or products developed by the project. Each group should estimate the total funds they expect to raise and how these funds will be allocated to different budget categories.

**Step 5: Finalizing the Budget**

Once all resources are allocated and income sources are estimated, participants will compile everything into a finalized budget. This final budget should balance projected income with projected expenses, ensuring that the project can be successfully implemented within the available resources. The facilitator should emphasize the importance of leaving room for unforeseen costs (contingency).

**Step 6: Monitoring and Adjusting the Budget**

The facilitator will explain that a budget is not static; it requires regular monitoring and adjustments as the project progresses. Participants should be prepared to track spending against their budget and make necessary adjustments to avoid overspending or resource shortages.

**Outcome:**
By the end of this session, participants will have developed a detailed and realistic budget plan for their projects. They will have a clear understanding of where to allocate resources, how to manage costs, and how to secure the necessary funding. This budget will ensure that their projects are financially sustainable and ready for implementation.

**Example Budget Structure: (this are just examples)**

| **Category** | **Description** | **Estimated Cost** |
|---|---|---|
| **Human Resources** | Cost of external service providers | 500 EUR |
| **Equipment & Materials** | Project materials and Materials | 1500 EUR |
| **Logistics & Operations** | Travel, venue hire, food | 200 EUR |
| **Marketing & Outreach** | Promotional activities | 100 EUR |
| **Total Expenses** | | 2300 EUR |
| **Estimated Income** | Grants, sponsorships, donations | 2300 EUR |

**Tips for Facilitators:**

- Ensure participants have realistic expectations for both income and expenses. Encourage them to think about where they might secure in-kind contributions or alternative funding.
- Help participants understand that a well-structured budget provides not just financial control but also credibility when seeking funding.

### 5. Fundraising

**Topic:**
Securing the necessary funding for a social entrepreneurship project is crucial for successfully implementing the project. The fundraising process involves identifying resources that will support the project and efficiently using these resources.

**Objective:**
Participants must develop fundraising strategies to secure the necessary funds for their projects. They should plan how they will access resources to ensure the sustainability of their projects.

**Implementation:**
The facilitator should explain the fundraising processes and how projects can secure financing. Participants should identify potential funding sources for their projects and discuss how to utilize them. In social entrepreneurship projects, crowdfunding, support from local businesses, and government grants are potential funding sources that can be considered.

**Outcome:**
Participants should establish fundraising strategies for their projects. These strategies will be critical to ensuring the feasibility and sustainability of the projects.

**Conclusion and Overall Evaluation:**

This methodology enables participants to develop their projects through a series of interconnected steps. Each topic is structured to build upon the previous one, allowing participants to complete their projects step by step. This process ensures that social entrepreneurship projects become more concrete, sustainable, and impactful. Throughout the project development process, participants receive ongoing feedback and refine their projects accordingly.

## Mentor-Mentee Relationship(Creating Rules)

**Theme**: Mentoring, Communication, Teamwork

**Complexity**:2

**Group Size**: 40+ people

**Time**: 60 minutes

**Short Description about the Method:** This activity is designed to establish rules for creating an effective working relationship between mentors and mentees. Participants determine their expectations and rules for how they will work in the mentoring process together.

**Materials**:

- Flipchart paper
- Board markers

**Preparation**: Mentors and mentees are asked for their opinions on expectations and rules. These ideas are noted, and these rules, which will be followed within the framework of the project rules, are applied in the following process.

**Instructions**:
**Introduction**: The facilitator explains the importance of the mentor-mentee relationship and the necessity of establishing certain rules for this relationship to be successful. **Establishing the Rules:** Mentors and mentees discuss which rules should be established to ensure effective collaboration in the mentoring process. These rules will consist of topics such as communication methods, regular meeting times, and feedback processes. **Establishing Expectations:** Mentors and mentees determine their expectations from the mentoring process. These expectations may include topics such as learning goals, support needs, and feedback processes. Expectations are added next to the rules and are considered as the cornerstones of the mentor-mentee relationship.

**Debriefing and Evaluation:** Participants are asked to discuss how the mentoring process can become more efficient in line with the rules and expectations they have established. A general assessment is made on how common rules and expectations will contribute to the mentoring process.

**Tips for Facilitators**: Encourage mentors and mentees to communicate openly and understand each other's needs. When creating rules and expectations, it is important to ensure active participation from both parties.

**Suggestions for Follow-up:** It is recommended to regularly evaluate how effective these rules and expectations are throughout the mentor-mentee relationship. Rules and expectations can be updated according to new needs that arise throughout the mentoring process.

**Further Reading about the Theory of the Method:**

Short articles and guides on mentoring and teamwork can be recommended.

## Communication & Dissemination & Visibility Rules

**Theme**: Visibility, Communication, Project Management

**Complexity**: 3

**Group Size**: 40+ people

**Time**: 60 Minutes

**Short Description about the Method:** This session is organized to introduce the Visibility Guide of the "Give a Chance" project and explain how to apply the rules in the guide. After the presentation, participants will be informed about how to use visibility, communication and dissemination in their project**s.**

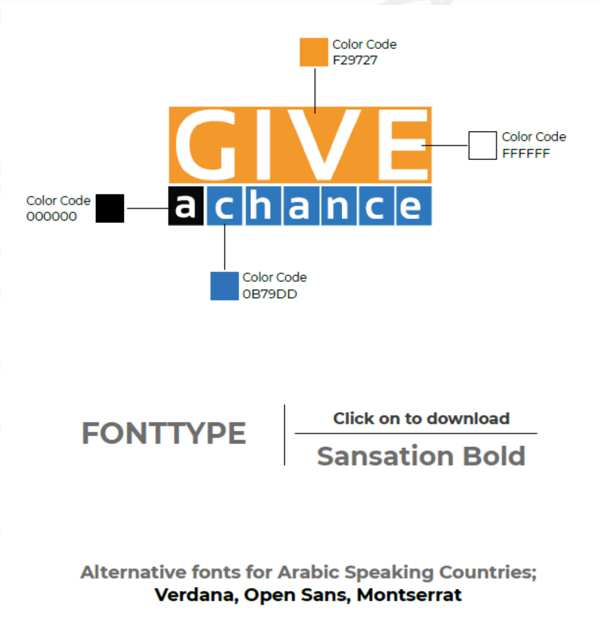
**Materials**

- PowerPoint or PDF file prepared for presentation
- Projector

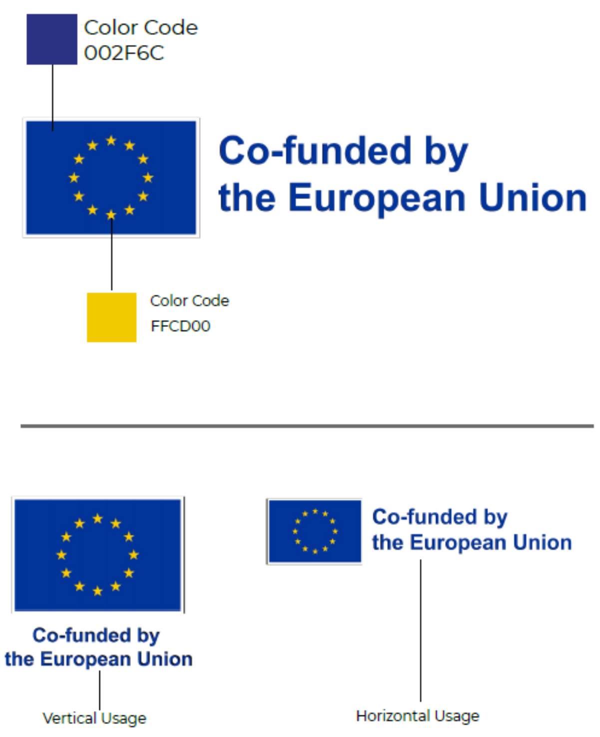
**Preparation**: The main sections and rules in the Visibility Guide are summarized to be covered in the presentation. Before the presentation, make sure that the technical equipment is in working order.

**Instructions**: At the beginning of the presentation, the facilitator explains the general goals of the "Give a Chance" project and the importance of the Visibility Guide in achieving these goals. **The Facilitator presents the main sections in the Visibility Guide:**

**Logo Usage:** Information and examples on correct and incorrect logo usage. Than shows the correct usage of the logos as below :




Especially of the EU logo usage according to the visibility guidelines according to the correct usage method a like in the right.




**Social Media Management:** Social media content management, sharing rules, interaction strategies.

**Content Creation Rules**: How to create written, visual and video content and the points to be considered in these contents. During the presentation, the rules in each section are supported with visual examples.

**Q&A:**
After the presentation, participants are given the opportunity to ask questions about the guide. The facilitator answers these questions and makes recommendations for the process of implementing the guide.

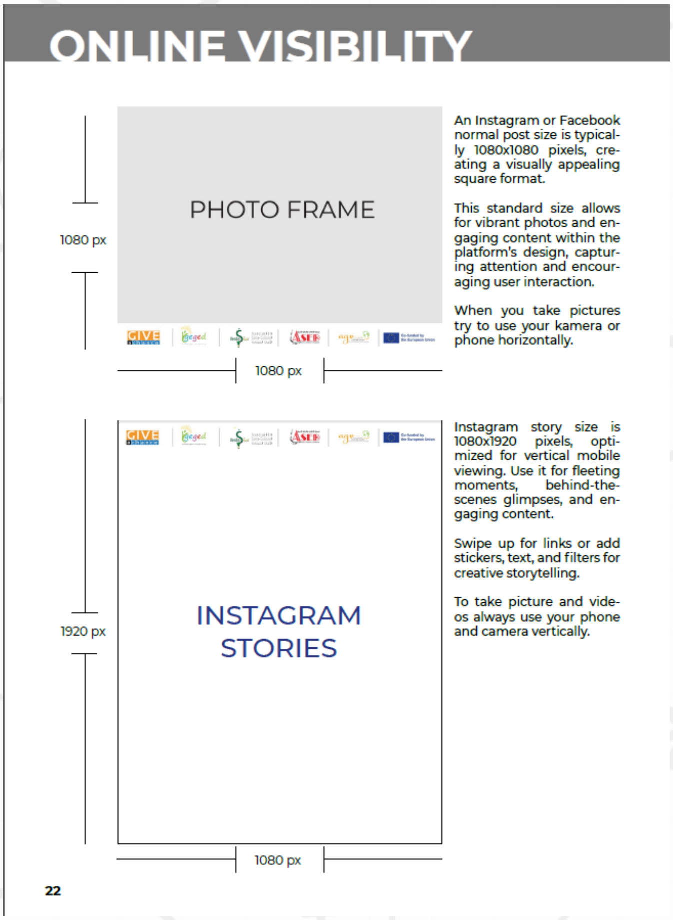
**Debriefing and Evaluation:**

After the presentation, participants are asked to evaluate the applicability and importance of the Visibility Guide.

The facilitator makes recommendations on the steps participants can take to follow the guide.

**Tips for Facilitators**:

Make sure to ask questions and get feedback to make the presentation interactive. A presentation supported by visual materials helps to better understand the rules.




**Suggestions for Follow-up:**

Participants can examine the different sections of the guide in more detail and make plans on how to apply them in their own projects.

It is recommended that compliance with the guide be reviewed regularly throughout the project and that the guide be updated if necessary.

**Further Reading about the Theory of the Method:** Guidelines on EU visibility rules and project communication that support the general framework of the Visibility Guide can be presented.

## Presentation of the Virtual Module for Mentors & Participants - Q&As Working on the application forms with mentors

**Theme:** Using Moodle-based "Virtual Module" for tracking and managing project processes.

**Complexity:** 2

**Group Size:** 40+ participants

**Short Description:** This methodology covers the introduction and practical use of the Moodle-based Virtual Module created for the "Give a Chance!" project. Participants and mentors will use this platform to track project processes, perform reporting, and conduct evaluations. The module includes essential tools to support the project, such as funding requests, monitoring and evaluation, and visibility materials.

**Materials:**

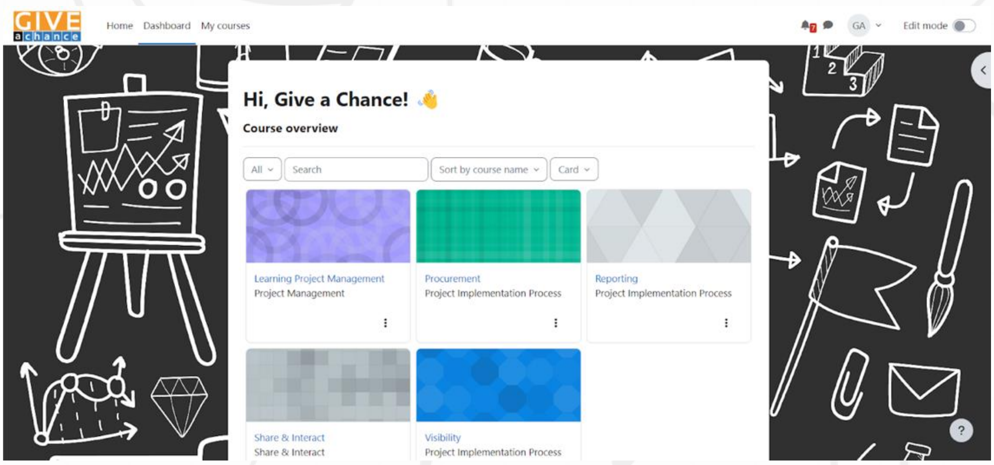
- Computers
- Projector (for module introduction)
- Internet access for Moodle
- Moodle usernames and password information

**Preparation:**

1. Create Moodle user accounts for all participants and provide them with login credentials.
2. Upload project details, documents, and necessary templates to Moodle in advance.
3. Set up a projector and screen to display the module during the introduction.

**Instructions:**

1. **Virtual Module Introduction:**
    - Step 1: The facilitator shows the Moodle login screen using a projector and explains how participants can log in.
    - Step 2: Participants are introduced to the general structure of the module and its main sections (such as "Learning Project Management," "Procurement," "Reporting," "Monitoring and Evaluation").



- Step 3: The facilitator explains how to use available resources on Moodle, especially for project reporting, budgeting, and visibility materials.
- Step 4: The facilitator introduces the "Payment Request" and "Procurement Tool" sections on Moodle. Participants are shown how to submit funding requests and upload the necessary documents through these tools.

2. **Trial Usage:** Participants are asked to log into their computers and test the Moodle platform. Specific actions include:
    - Each participant fills out the "Payment Request" form and uploads a sample form for testing purposes.
    - A simple procurement process is carried out using the "Procurement Tool."

3. **Q&A Session:** After the trial usage, questions from participants are addressed, and additional information is provided on how to handle more complex processes in Moodle.

**Evaluation:** A short feedback session is conducted to assess participants' comfort level and understanding of the platform. The following questions can be used:

- What challenges did you face while using Moodle?
- What should you pay attention to when submitting a funding request through the system?

**Tips for Facilitators:**

- It can be helpful to demonstrate the module using real case studies or project examples.
- Ensure technical support is available to assist participants in case they encounter any login or access issues.

**Suggestions for Follow-up:**

- Participants should continue uploading their project reports and tracking progress through Moodle.
- Mentors should monitor the project through Moodle and provide feedback to participants.

## Promoting our Projects

**Theme**:Project Introduction, Marketing Strategies, Communication Skills

**Complexity**:4

**Group Size**: 40+ people

**Time**: 90 - 120 minutes (with breaks)

**Short Description about the Method:** This activity aims to teach participants how to effectively promote their social enterprise projects. Participants develop appropriate promotion strategies to reach their target audiences and present these strategies.

**Materials**:

- Flipchart papers
- Board markers
- Projector and screen
- Participants' prepared project materials (posters, brochures, videos, etc.)

**Preparation**: Participants prepare the necessary materials to promote their previously prepared social enterprise projects. Each group develops a strategy to promote their projects and prepares to present it.

**Instructions**: The Facilitator briefly explains the importance of project promotion and the basic strategies that can be used in this process. These strategies include social media use, public relations, face-to-face promotions, and digital marketing techniques.

**Strategy Development:** Participants determine the most appropriate methods to promote their projects. Each group discusses which channels and tools they will use to reach their target audiences. For example, options such as social media campaign, video promotion, brochure distribution, and presentation at local events can be considered.

**Project Promotion Presentations:** Each group presents their projects using the promotion strategy they developed. In the presentations, they explain the purpose of their project, their target audience, the solutions they plan to offer, and how they will use the promotion tools. During the presentations, supporting tools such as visual materials, videos, brochures, or posters can be used.

**Debriefing and Evaluation:** Participants discuss how their promotion strategies contributed to their projects and what they learned during the process. The Facilitator makes a general assessment of the critical points to consider in project promotion.

**Tips for Facilitators**:

- Encourage participants to think creatively and try different promotion strategies.
- Listen carefully to each group's presentation and provide constructive feedback.

**Suggestions for Follow-up:**

Participants can develop their promotion strategies and make more detailed plans for how their projects can be promoted in real life.

Monitoring and evaluation processes can be established to measure the effectiveness of project promotions.

**Further Reading about the Theory of the Method:**

Short articles and videos on digital marketing and social media strategies can be presented.

## Funding from Local & International Resources

**Theme**:Project Introduction, Marketing Strategies, Communication Skills

**Complexity**:4

**Group Size**: 40+ people

**Time**: 90 - 120 minutes (with breaks)

**Short Description about the Method:** Participants will develop strategies for securing funding from both local and international resources. They will explore different funding options, including government grants, private foundations, corporate sponsorships, and crowdfunding, and they will understand how to create a diverse funding portfolio to support their project.

**Implementation:**

**Step 1: Identifying Local Funding Sources :** Participants should first focus on identifying potential funding sources within their local context. Some examples include:

1. Government Grants: Local government agencies or national ministries often provide grants for social entrepreneurship projects, particularly those addressing community development or youth empowerment.
2. Local Businesses: Companies with corporate social responsibility (CSR) initiatives are often willing to sponsor local projects. Participants should explore partnerships with businesses aligned with their project's mission.
3. Community Foundations: Local non-governmental organizations (NGOs) or community foundations may offer micro-grants or small funding opportunities to support social impact initiatives.
4. In-kind Support: Local partners may provide non-monetary resources such as equipment, venue space, or volunteer labor.

Participants will conduct research to identify relevant businesses, government programs, and community foundations in their area. They should look for opportunities where their project aligns with the funder's goals.

**Step 2: Identifying International Funding Sources :** Next, participants will explore international funding opportunities. Some key options include:

1. International Foundations: Large foundations like the Ford Foundation or the Rockefeller Foundation support projects worldwide, especially those that address social justice, health, education, and community development.
2. European Union (EU) Funding Programs: Programs like Erasmus+, Horizon Europe, or other EU initiatives provide funding for educational and social entrepreneurship projects, particularly those that focus on youth, education, and innovation.
3. Crowdfunding Platforms: Global crowdfunding platforms such as Kickstarter, Indiegogo, or GoFundMe offer an opportunity to raise funds from individuals across the world. Crowdfunding can be an effective way to engage supporters for smaller or community-driven projects.

4. International Corporate Sponsorships: Large multinational companies often sponsor social projects through their global CSR programs. Participants can reach out to companies with international outreach that have shown interest in social causes.

Participants will research international foundations, platforms, and corporations that align with their project's focus and objectives. They should gather information on eligibility criteria and application deadlines.

**Step 3: Developing a Funding Strategy** : Participants will then create a comprehensive funding strategy that combines both local and international resources. This strategy should include:

1. Target Funding Sources: Identify specific funding opportunities, listing local and international sources.

2. Diversifying Funding Streams: Avoid over-reliance on a single source. Participants will be encouraged to diversify funding streams, including grants, sponsorships, and in-kind support.

3. Application Strategy: For each funding source, participants should outline an application strategy, including the documents required (such as proposal writing, letters of support, etc.), deadlines, and steps for submission.

**Step 4: Writing Proposals for Funding** : Participants will learn the key components of writing strong funding proposals, tailored to the type of funder they are approaching. These components typically include:

1. Project Overview: A clear and concise explanation of the project, its mission, and its goals.

2. Problem Statement: An explanation of the specific social issue the project addresses, backed by data or research.

3. Objectives and Outcomes: Outline of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and the intended outcomes of the project.

4. Project Plan and Activities: Detailed explanation of how the project will be implemented, including timelines, activities, and methods.

5. Budget and Funding Request: A detailed breakdown of the project's costs and the specific funding amount being requested, along with a justification for each cost.

6. Sustainability Plan: Explanation of how the project will continue once the initial funding has been used. This demonstrates long-term viability and is often a key factor for funders.

**Step 5: Pitching to Funders :** Participants will practice delivering a concise, persuasive pitch to potential funders. The facilitator will guide them through structuring their pitch, ensuring that it covers:

1. The Impact of the Project: Why the project is important and the social issue it addresses.

2. The Fund Request: Clear articulation of how much funding is needed and what it will be used for.

3. Why the Funder Should Invest: What makes this project unique, and how it aligns with the funder's priorities.

Participants should practice their pitches and receive feedback from peers and facilitators to refine their approach.

**Step 6: Building and Maintaining Relationships with Funders** : Participants will be encouraged to see fundraising not as a one-time transaction but as the start of a long-term relationship. Key ways to maintain relationships with funders include:

1. Regular Updates: Send periodic reports or updates to funders about the progress and impact of the project.
2. Acknowledgment and Recognition: Publicly recognize the contributions of funders through social media, project reports, or special events.
3. Involving Funders: Invite funders to visit the project site, participate in events, or join advisory boards to keep them engaged.

**Outcome:**
By the end of this session, participants will have a clear understanding of how to identify and approach both local and international funding sources. They will have created a detailed funding strategy for their project and developed the skills necessary to write compelling funding proposals and deliver effective pitches to potential donors. Moreover, they will be equipped to build long-term relationships with funders to ensure ongoing support.

**Challenges in Fundraising from Local & International Resources:**

1. Competition: Many organizations compete for the same grants and funding opportunities, both locally and internationally.
    - Solution: Tailor each application and proposal to the specific funder's priorities, demonstrating how your project aligns with their goals.
2. Navigating Different Requirements: Each funder may have unique application requirements, making it difficult to manage multiple applications at once.
    - Solution: Develop a timeline and checklist for each funding source to ensure deadlines and documentation are well-organized.
3. Maintaining Relationships: Securing funding is just the beginning; maintaining strong relationships with funders is crucial for long-term success.
    - Solution: Consistently communicate with funders through progress reports, meetings, and recognition of their contributions.

## Evaluation and Closure

**Theme**:Project Evaluation, Review of Results, Closure

**Complexity**:2

**Group Size**: 40+ people

**Time**: 60 - 90 minutes

**Short Description about the Method:** This activity allows participants to evaluate what they have learned during the project process and review the entire process. This evaluation, which is done after the project is completed, is a closing session where the achievements and challenges are discussed and the results obtained from the project are discussed.

**Materials:**

- Evaluation forms or online survey tools
- Flipchart papers and markers
- Paper and pens for taking notes

**Preparation:** Evaluation forms for the activity is attached to the annex and it should be whether provided in paper format or online (prefereable).

**Instructions:** Facilitator explains the purpose of the session and the importance of the evaluation process. This process helps participants reflect on their learning experiences and evaluate their contributions to the project.

**Evaluation:** Participants are given evaluation forms to share their experiences with the project. These forms are structured to cover different aspects of the project (e.g. content, methods, collaboration, personal development, etc.). General feedback about the project is collected on flipcharts. Participants are asked to indicate the project's greatest strengths and areas for improvement.

**Closing:** The Facilitator thanks all participants for their participation in the project and gives a closing statement. The session ends with an overall evaluation of the project and feedback given to the participants.

**Debriefing and Evaluation:** The Facilitator discusses what the participants learned from the project and how this learning can be used in the future. Throughout the process, an overall assessment is made based on the participants' contributions and feedback.

**Tips for Facilitators:** Encourage participants to provide open and honest feedback. Address the evaluation results constructively and highlight potential areas for improvement.

**Suggestions for Follow-up:** Based on the evaluation results, a development plan for future projects can be prepared. Participants can be provided with reports or summaries of the project to encourage them to examine these results in more detail.

## Project Presentations & Contract Signing Ceremony

**Theme**:Project Presentations, Agreement and Contract Ceremony

**Complexity**: 3

**Group Size**: 40+ people

**Time**: 120-150 minutes

**Short Description about the Method:** This session involves participants presenting their project ideas in groups from 4 countries and then signing contracts that formalize the implementation of these projects. A total of 20 groups, 5 from each country, will present their projects and each group will consist of 2 people. After the presentations, participants sign their contracts to formalize their projects.

**Materials:**

- Presentation materials
- Contract documents
- Pens and contract files

**Preparation:** Contract documents are prepared in advance and an appropriate number of copies are made for each group. The order of presentation is determined and participants are informed in advance.

**Instructions:** The facilitator briefly explains the purpose and structure of the session. He/she reminds participants that this session is an important step to introduce and formalize their projects. Each group presents their social enterprise projects. The presentations cover the basic elements of the projects, such as their purpose, goals, strategies to be implemented and expected results. Each group is given 10-15 minutes for presentations. During the presentation, visual materials, PowerPoint presentations or posters can be used. The presentation order is arranged so that groups from each country take turns on the stage (e.g., one group from each country presents in turn).

**Closing**: The Facilitator thanks all participants and mentors for their contributions to the project and gives a closing speech.

**Debriefing and Evaluation:**

- Participants are asked to share their thoughts on the project presentations and training process.
- The Facilitator emphasizes the importance of these processes in the implementation of their projects and discusses how participants can manage such processes more effectively in the future.

**Tips for Facilitators**: Inform and guide groups in advance to ensure that presentations are fluent and effective.

**Suggestions for Follow-up:** Regular monitoring and feedback mechanisms can be established during the implementation of signed agreements and the implementation of projects.

# EVALUATION TRAINING FOR YOUNG PEOPLE

Evaluation of Give a Chance programme was developed to address the overall evaluation of the project activities implemented by participants and engaging them in further to the organisations as well as to the civil sphere. We have developed the following methods to be used in the evaluation training which will take place in Turkey. The aim of the training activity is to provide participants with further development and evaluating the overall activities implemented within the project.

To reach out the aim, the following methods explained in this chapter will be used to address the overall implementation process of the project during the implementation of the training activity in Turkiye. During this process, the young people will evaluate their overall experience, their work with mentors and engage with each other to implement further actions for the sustainability of the program.

From below, the methods explained in detailed to guide the trainers involved in the project throughout the implementation of the sessions of Evaluation of Give a Chance Programme training programme. The daily schedule will be developed and adopted during the implementation period.

## Opening Speeches/Welcoming

**Theme:** Open Dialogue, Clarification, Deepening Understanding

**Complexity:** 1

**Group Size:** 40+ people

**Time:** 1 hour

**Short Description about the Method:** This opening session is designed to welcome participants, set the tone for the entire session, and provide an overview of the project. The Project Coordinator and Guest Speaker will introduce the objectives of the project and the importance of social entrepreneurship, motivating participants for the days ahead.

**Instructions:** The Project Coordinator begins by welcoming participants, explaining the purpose of the session and what they can expect over the course of the program. A Guest Speaker delivers an engaging talk focusing on the broader context of social entrepreneurship, the challenges it addresses, and the role of youth in making a social impact.

**Debriefing and Evaluation:** The facilitator encourages participants to reflect on their motivations for attending and what they hope to gain from the program.

**Tips for Facilitators:**

- Keep the speeches inspirational and focused on engaging participants from the start.
- Invite participants to ask brief questions or make comments at the end if time permits.

## Group Introductions and Expectations

**Name of the Method**: Group Identity, Collaboration, Expectation Sharing

**Theme**: Group Dynamics, Expectation Sharing

**Complexity**: 2

**Group Size**: 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Time**: 1 hour

**Short Description about the Method:** This session allows the previously formed groups from each country to reintroduce themselves and share their expectations for the final evaluation. Each group will discuss their journey during the training, highlight key learnings, and outline their goals for the final session. This activity will set the stage for the final evaluation by revisiting group dynamics and objectives.

**Materials:**

- Projector and screen (optional for group presentations),
- Flipchart and post-it papers(for noting down group expectations)

**Instructions**:

**Group Reintroductions:** Each group, representing Morocco, Tunisia, Spain, and Turkey, will take turns to present. They will briefly introduce their members, discuss the dynamics within their team, and reflect on how they worked together throughout the training.

**Expectation Sharing**: After the introductions, groups will articulate their expectations for the final evaluation. They will describe what they aim to achieve, such as insights for improving their projects or receiving constructive feedback.

**Debriefing and Evaluation:** The facilitator should lead a brief discussion on the common themes and goals shared by the groups, helping participants to understand how these expectations can guide the upcoming evaluation process.

**Tips for Facilitators:** Encourage groups to focus on how their collaboration evolved during the training. Keep the introductions and expectation-sharing succinct to ensure all groups have enough time.

**Suggestions for Follow-up:** The flipchart of group expectations can be used as a reference during the final evaluation to see how well the groups' goals were met.

## General Introduction of their Project and Its Goals

**Theme:** Project Implementation, Social Entrepreneurship Impact

**Complexity:** 3

**Group Size:** 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Time:** 1:30 hours

**Short Description about the Method:** In this session, participants from each group will present the social entrepreneurship projects they implemented after returning to their home countries following the initial training in Morocco. Each group will share the key aspects of their projects, including goals, target audiences, challenges faced, and the impact they have made so far.

**Materials:**

- Projector and screen(optionel)
- Flipchart and markers (for noting key points from each presentation)

**Instructions:**

1. **Group Presentations:** Each group will be given 7 minutes to present their project. They should cover the following key points:
    - **Project Goals:** What was the primary objective of the project?
    - **Target Audience:** Who were the beneficiaries of the project?
    - **Project Implementation:** How was the project executed? What steps were taken to achieve the goals?
    - **Challenges Faced:** What were the main obstacles, and how were they overcome?
    - **Impact:** What measurable results have been achieved so far?
2. **Facilitator's Summary:** At the end of the session, the facilitator will summarize the common themes, challenges, and successes shared by the groups.

**Debriefing and Evaluation:**

Participants are encouraged to reflect on their peers' projects and consider how the lessons learned might be applied to their own initiatives. A general discussion on the impact of social entrepreneurship in their communities can be facilitated.

**Tips for Facilitators:**

- Ensure that presentations remain focused on the key points and within the allotted time.
- Encourage groups to provide real-life examples and success stories to make their presentations more engaging.

**Suggestions for Follow-up:**

- Compile a report summarizing the projects and their outcomes, which can be shared with all participants after the session.

## Q&A and Discussion

**Theme:** Open Dialogue, Reflection on Daily Activities

**Complexity:** 2

**Group Size:** 40+ people

**Time:** 1:30 hours

**Short Description about the Method:** This session provides an opportunity for participants to ask questions and engage in discussions related to the day's activities. The goal is to clarify concepts, reflect on the lessons learned throughout the day, and discuss any challenges or successes encountered during the implementation of the social entrepreneurship projects. Participants can ask questions to the facilitators, peers, or mentors.

**Instructions:**

**Opening the Floor:** The facilitator will start by inviting participants to ask any questions or raise points of discussion related to the activities of the day.

**Guided Discussion:** Participants can direct their questions to the facilitators, mentors, or their peers. The facilitator will ensure that the discussion remains focused and that every participant has the opportunity to contribute.

**Key Points:** As questions are answered, the facilitator will summarize key takeaways and insights, noting them on a flipchart. This will help capture the main learning points from the day.

**Closing Reflection:** The session will conclude with a brief reflection on how the discussions and insights from the Q&A session can inform the rest of the training and project implementation.

**Debriefing and Evaluation:** Participants are invited to reflect on the clarity they have gained from the Q&A session and how it will help them address the challenges they face in their projects.

**Tips for Facilitators:**

- Encourage participants to ask open-ended questions that promote discussion rather than simple yes/no answers.
- Be mindful of time management, ensuring that all questions are addressed but within the allocated time.

## Evaluation of Project Implementation Processes

**Theme:** Project Evaluation, Implementation Review

**Complexity:** 3

**Group Size:** 40+ people

**Time:** 1:30 hours

**Short Description about the Method:**

This session focuses on evaluating the processes followed by each group during the implementation of their social entrepreneurship projects. Each group will reflect on the steps they took to execute their project, the strategies they employed, and the challenges they encountered. The goal is to analyze what worked well and identify areas for improvement in project management and execution.

**Materials:**

- Flipchart and markers
- Presentation slides (optional)

**Instructions:**

Each group will have 5 minutes to present their project implementation processes. They should cover the following key aspects:

- **Planning and Strategy:** How did the group initially plan the project? What strategies did they put in place?
- **Execution:** What steps were taken to implement the project? Were there any deviations from the original plan?
- **Challenges:** What obstacles did the group face, and how were these challenges overcome?
- **Successes:** What aspects of the project were particularly successful, and why?

**Debriefing and Evaluation:** Participants will reflect on their own project implementation processes and how the feedback received during the session can be applied to improve future initiatives. They will also consider how the lessons from other groups can inform their own project strategies.

**Tips for Facilitators:**

- Encourage honest and constructive feedback during the group discussions.
- Keep the focus on identifying practical solutions to challenges and on sharing best practices.

## Group Discussions on Strengths and Weaknesses of Their Projects

**Theme:** Self-Assessment, Project Reflection, Collaborative Learning

**Complexity:** 3

**Group Size:** 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Time:** 1:30 hours

**Short Description about the Method:**

This session is designed to facilitate in-depth group discussions where each team reflects on the strengths and weaknesses of their social entrepreneurship projects. The goal is for each group to identify what aspects of their project went well, what challenges they faced, and what improvements they could make in future implementations. This process encourages self-assessment and shared learning across groups.

**Materials:**

- Flipchart and markers
- Post-it notes
- Pens for participants

**Instructions:**

1. **Group Discussions:** Each group gathers in a designated area to discuss the strengths and weaknesses of their project. They are encouraged to be honest and thorough in their self-assessment. Using **Post-it notes**, they write down key strengths (e.g., project execution, team collaboration, stakeholder engagement) and weaknesses (e.g., resource limitations, communication barriers, unexpected challenges).

2. **Strengths and Weaknesses Mapping:** Groups will then transfer their Post-it notes to a flipchart, dividing the chart into two sections: "Strengths" and "Weaknesses." This visual mapping helps each group clearly see the outcomes of their self-assessment.

3. **Group Presentations:** After the discussions, each group presents their flipchart to the larger group. They will share both the positive outcomes and the areas where they struggled, explaining the reasons behind each.

4. **Facilitator's Feedback:** The facilitator will provide feedback on each group's assessment, helping to draw out key lessons and insights. The facilitator will also highlight any common themes across groups.

**Debriefing and Evaluation:** The facilitator guides a reflection where participants consider how identifying both the strengths and weaknesses of their projects can lead to improvements in future prospects. Groups are encouraged to consider how they can apply these insights going forward.

## Name of the Method: Sharing of Feedback by Participants

**Theme:** Peer Feedback, Reflection on Project Progress

**Complexity:** 3

**Group Size:** 40+ people (5 groups)

**Time:** 1:30 hours

**Short Description about the Method:**

In this session, participants will have the opportunity to share feedback on the projects and activities they have seen throughout the training. This peer feedback session allows for collaborative learning, where participants reflect on each other's work, provide constructive criticism, and offer insights for improvement.

**Materials:**

- Microphones for participants
- Flipchart and markers for noting feedback
- Projector and screen (optional, if visual feedback is needed)

**Instructions:**

The facilitator begins by inviting participants to share feedback on the various projects presented earlier. Each group takes turns receiving feedback from their peers, with a focus on areas such as project goals, implementation strategies, and overall impact.

To ensure constructive feedback, participants are encouraged to follow a structured approach, such as the "What Went Well" and "Even Better If" format. This helps focus on both strengths and areas for improvement.

The facilitator helps guide the feedback session, ensuring that it remains positive and productive. Key feedback points are noted on a flipchart for future reference.

**Debriefing and Evaluation:** Participants reflect on the feedback they have received and how it can be applied to enhance their projects. They are encouraged to consider the feedback not just in the context of their current work, but also for future endeavors.

## Project Exhibition Preparations

**Theme**: Project Visibility, Event Planning, Exhibition Preparation

**Difficulty Level**: 4

**Group Size**: 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Time**: 1:30 hours

**Brief Description of the Method**: This session is an introduction to the preparations for the project exhibition to be held during the final evaluation event. Each group will begin planning how they will present their social entrepreneurship projects in the public exhibition. The aim is to ensure that each group effectively showcases their project, its impact and the results achieved, while also increasing the visibility and dissemination of the Give a Chance! project.

**Materials :**

- Flip chart and markers for planning
- Exhibition materials (posters, digital presentations, prototypes, etc.)
- Tables, presentation boards, and other display materials

**Instructions**:

The facilitator will provide an overview of the exhibition that will be held during the final judging session and explain the importance of visibility and public engagement. It will be emphasized that this exhibition is a public event with the purpose of showcasing the success of the projects, increasing the visibility of Give a Chance!, and raising awareness about social entrepreneurship activities.

**Group Planning for the Exhibition:** Each group will plan how they will present their projects. This will include decisions such as which project elements will be highlighted, how their achievements will be visually presented, and what materials will be needed (e.g., posters, videos, prototypes). Groups will be encouraged to think creatively to clearly communicate the impact of their projects and increase public engagement.

**Layout and Presentation:** The facilitator will provide guidance on the physical layout of the exhibit space and explain how booths or presentation areas will be located. Each group will create a sketch of their booth or presentation area and create a plan for how they will use the space.

**Analysis and Evaluation:** Each group reflects on the effectiveness of their presentation plan and considers what they could do to further develop their materials. The facilitator encourages groups to consider how they can engage with the public and key stakeholders who will be attending the exhibit.

**Facilitator Tips:** Encourage groups to move beyond focusing solely on project details to making their presentations engaging and visually appealing. Provide specific suggestions for clarity, creativity, and public engagement.

**Follow-up Tips:** Each group should continue to develop their exhibit materials and be prepared to conduct a rehearsal prior to the final event. Provide a checklist of materials needed for the exhibit and ensure that all logistical details (e.g., tables, presentation equipment) are arranged in advance.

## Training on Project Evaluation Methods

**Theme**: Project Evaluation, Measurement of Impact, Learning from Results

**Difficulty Level**: 3

**Group Size**: 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Time**: 1:30 hours

**Brief Description of the Method:** This session is designed to introduce participants to different project evaluation methods that can be used to measure the effectiveness and impact of their social entrepreneurship projects. The training will focus on practical tools and approaches that allow participants to evaluate the outcomes of their projects, identify strengths and weaknesses, and ensure continuous improvement. Participants will also learn how to document and present their evaluation findings effectively.

**Materials :**

- Flipchart and markers
- Handouts on evaluation methods
- Evaluation templates or sample forms,

**Instructions**:

The facilitator should start by explaining the importance of project evaluation, focusing on why it is crucial to measure a project's outcomes and impact. A brief overview of key evaluation concepts such as formative evaluation, summative evaluation, and impact assessment will be provided. The facilitator will also emphasize the role of evaluation in ensuring project sustainability and improving future initiatives.

**Mixed Methods**: Combining both qualitative and quantitative data for a holistic approach

Real-life examples of social entrepreneurship projects will be presented to show how different evaluation methods can be applied effectively.

I**nteractive Group Work** : Participants will break into their respective groups to work on designing an evaluation plan for their own project. They will identify the key metrics and indicators they will use to measure the success of their project.

**Each group will create a brief outline that includes:**

- What they want to evaluate (e.g., project outcomes, impact on target group, stakeholder engagement)
- Which evaluation methods they will use (qualitative, quantitative, or both)
- How they will collect data (surveys, focus groups, feedback forms)
- How they will use the evaluation findings to improve their project

**Group Presentations and Feedback :** Each group will present their evaluation plan to the larger group, outlining the methods they intend to use and the expected outcomes. The facilitator and other participants will provide constructive feedback on each group's plan, suggesting improvements or alternative approaches.

**Facilitator Tips:** Provide examples/comments that are relevant to the participants' projects to make the training more applicable.

## Individual Evaluation Sessions with Mentors

**Theme**: Personalized Feedback, Project Development, Mentorship

**Difficulty Level**: 3

**Group Size**: One-on-one sessions with mentors (5 groups, 4 countries: Morocco, Tunisia, Spain, Turkey)

**Time**: 1:30 hours

**Brief Description of the Method:** This session provides participants with the opportunity to have individual evaluation meetings with mentors to receive personalized feedback on their social entrepreneurship projects. Each group will meet with a mentor to discuss the strengths and weaknesses of their project, areas for improvement, and potential strategies for moving forward. The aim is to provide targeted support that helps participants refine their projects and enhance their chances of success.

**Materials**:

- Evaluation forms or notes for mentors
- Notebooks or digital devices for participants to take notes
- Flipchart and markers

**Instructions**: The facilitator will begin by explaining the purpose of the individual evaluation sessions and how participants can make the most of this personalized feedback opportunity.

**Individual Sessions with Mentors :** Each group will have a 15-20 minute one-on-one session with their assigned mentor. During this time, the mentor will:

- Review the group's project, focusing on the implementation, goals, and outcomes.
- Provide feedback on areas that need improvement or adjustment.
- Suggest strategies for overcoming challenges and enhancing the impact of the project.
- Discuss the next steps for scaling or refining the project.

Participants will have the opportunity to ask questions and seek advice on specific issues they are facing with their projects.

**Debriefing and Evaluation:** Each group will leave the session with a clearer understanding of how to refine their project based on the mentor's feedback. Participants are encouraged to develop an action plan that incorporates the feedback they received and outlines their next steps. The facilitator can guide participants in reflecting on how personalized feedback can strengthen project outcomes.

**Facilitator Tips:** Ensure that the one-on-one sessions remain focused and productive by encouraging mentors to provide both positive feedback and constructive suggestions. Remind participants to take detailed notes during their sessions so they can refer to the feedback later. Allow enough time between sessions for mentors to provide thoughtful feedback.

## Group Work on the Community Impact of Projects

**Theme**: Social Impact, Community Engagement, Project Evaluation

**Difficulty Level**: 3

**Group Size**: 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Brief Description of the Method:** In this session, participants will work in groups to analyze how their projects have impacted the communities they targeted. The goal is to reflect on the social value the projects have created, the challenges faced, and the sustainability of the impact.

**Materials**:

- Flipchart and markers
- Post-it notes

**Introduction to Community Impact**: The facilitator begins by explaining why it's important to evaluate and reflect on the community impact of social entrepreneurship projects. Participants will be introduced to different methods of measuring impact, including qualitative methods (like testimonials and case studies) and quantitative methods (such as the number of people served or improvements in community well-being).

**Group Work: Analyzing Project Impact:** Each group will focus on their project's target community and the outcomes they intended to achieve. They'll go through the following steps:

**Identifying Positive Outcomes**: What changes have you observed in the community due to your project? These changes can be direct (like more job opportunities, better access to education) or indirect (such as increased awareness or stronger community collaboration).

**Challenges and Limitations:** Discuss any barriers that limited your project's reach or impact, such as resource constraints, cultural differences, or lack of community engagement.

**Measuring Impact:** How did you measure the impact of your project? Did you gather qualitative stories or quantitative data? Are there areas where you need better tools or strategies to assess community outcomes?

**Sustainability of Impact:** Consider whether the changes you've seen are sustainable. What steps can you take to ensure your project continues to benefit the community long-term?

**Group Presentations and Shared Reflection**: After group discussions, each team will present their findings to the larger group. They'll highlight both the successes and challenges of their project's impact on the community. The facilitator will lead a discussion, identifying common themes and encouraging participants to share strategies for increasing their impact in future projects.

**Debriefing and Evaluation:** Participants should reflect on how their projects have impacted their communities and discuss steps they can take to further enhance that impact. The facilitator shhould encourage them to document key lessons learned and consider strategies for measuring and sustaining their impact moving forward.

**Facilitator Tips:** Try to make participants to think about both the immediate and long-term impact of their projects. Provide simple but effective tools for groups to measure their community impact.

## Discussion on Social Issues and Solutions with Participants

**Theme:** Social Challenges, Problem-Solving, Collaborative Discussion

**Difficulty Level:** Moderate

**Group Size:** 40+ people

**Time**: 1:30 hours

**Brief Description of the Method:** This session aims to create a space for participants to discuss the key social issues affecting their communities and to brainstorm potential solutions. By sharing their perspectives and experiences, participants can explore how these challenges overlap across different regions and how their projects, or new initiatives, can address these problems. The discussion will encourage collaboration and idea-sharing to foster innovative approaches to solving social issues.

**Materials:**

- Flipchart and markers
- Post-it notes

**Instructions:**

1. **Introduction to the Discussion:**

   The facilitator starts by introducing the main objective: discussing pressing social issues in each participant's community and exploring potential solutions. This part of the session encourages open, honest sharing of the challenges participants face in their respective countries. The facilitator will briefly outline common social issues, such as unemployment, inequality, environmental concerns, or education access, to spark the conversation.

2. **Group Discussions:**

   Each group will focus on identifying the key social issues relevant to their region. The group discussions should revolve around:

   - **Identifying the Problems:** What are the most significant social challenges in your community? Are these issues shared by others in different regions?
   - **Root Causes:** Why do these issues persist? Are there systemic barriers, cultural factors, or economic challenges contributing to the problem?
   - **Current Efforts:** Are there any initiatives already underway to address these challenges? What's working, and what isn't?

3. **Brainstorming Solutions:**

   After identifying the core issues, the groups will move on to brainstorming practical solutions. Participants will be encouraged to think creatively about how their existing projects, or potential new initiatives, can tackle these problems. Key questions to guide this phase include:

   - **Innovative Approaches:** How can we think outside the box to address these social issues? What new ideas can we introduce?

- **Collaborative Solutions:** How can different groups work together to create more impactful solutions?
- **Feasibility and Resources:** What resources are needed to implement these solutions? Are there partners or stakeholders who could help?

4. **Sharing and Reflection:**

   Each group will present their findings and ideas to the larger group, sharing both the key social challenges they've identified and the potential solutions they've brainstormed. The facilitator will guide a reflection on the shared themes and the feasibility of the proposed solutions, encouraging participants to think about how they can incorporate these ideas into their projects or future work.

**Debriefing and Evaluation:** At the end of the session, participants will reflect on the different perspectives shared during the discussion and how they can integrate these insights into their projects. The facilitator will encourage participants to think about collaboration opportunities and the next steps to take in addressing these social issues.

**Facilitator Tips:**

- Encourage an open and respectful dialogue where participants feel comfortable sharing their challenges and ideas.
- Guide the discussion towards practical solutions, focusing on what's achievable and actionable.
- Make sure all participants have a chance to speak, especially those who might be quieter in larger group settings.

## Evaluation of Impact at the Community Level

**Theme:** Community Impact, Social Change, Project Assessment

**Difficulty Level:** Moderate

**Group Size:** 5 groups from 4 countries (Morocco, Tunisia, Spain, Turkey)

**Brief Description of the Method:** This session focuses on helping participants evaluate the real impact their projects have had on their target communities. It's a chance for participants to reflect on the social changes they've contributed to, assess whether their projects are truly making a difference, and explore how they can amplify this impact moving forward. The evaluation will cover both quantitative and qualitative aspects, encouraging participants to think critically about the outcomes they've achieved.

**Materials:**

- Flipchart and markers
- Post-it notes
- Any existing project data or reports

**Instructions:**

1. **Introduction to Community-Level Impact:** The facilitator begins by explaining the importance of understanding the community-level impact of social projects. This involves looking at both measurable changes (like the number of people helped or services provided) and more intangible outcomes (like increased community trust or social cohesion). Participants will be reminded that social impact can take many forms, and evaluating it helps improve future efforts.
2. **Group Discussions on Project Impact:** Each group will spend time reflecting on the specific community or communities their project aimed to benefit. They will discuss:
    - **Direct and Indirect Impact:** What are the direct benefits your project has provided to the community? Have there been any indirect benefits or ripple effects?
    - **Successes and Positive Outcomes:** What social changes have occurred due to your project? Did you reach your target goals, or did you surpass them?
    - **Challenges in Measuring Impact:** Were there any difficulties in tracking or understanding the full scope of your project's impact? What indicators did you use, and what data did you gather?
3. **Evaluating the Sustainability of the Impact:** After reviewing the immediate impact, participants will discuss whether the changes brought by their projects are sustainable. This can include questions like:
    - **Long-Term Benefits:** Will the improvements made by the project continue even after it has ended?
    - **Community Engagement:** Has the project inspired lasting engagement from the community, or sparked any new initiatives?

  - **Scalability:** Can the project be expanded or replicated in other communities to create even more impact?

4. **Group Presentations and Feedback:** Each group will present their findings, focusing on the positive impact their project has had at the community level, as well as any areas where they feel they could have done more. Other groups and the facilitator will provide feedback, offering suggestions for further improving or scaling the project's community impact.

**Debriefing and Evaluation:** After the group presentations, participants will reflect on the feedback received and consider how they can apply it to their ongoing or future projects. The facilitator will guide the reflection, encouraging participants to think about how they can better track and improve their community impact in the future.

**Facilitator Tips:**

- Encourage participants to look beyond just the numbers—sometimes the real social impact of a project is seen in stories, personal testimonies, or subtle changes in community dynamics.
- Guide the discussions toward practical steps participants can take to enhance their impact, both in the short term and the long term.

## Project Follow-up Process (For Each Group)

**Theme**: Follow-up Planning, Project Continuity

**Purpose**: This session aims to help participants create follow-up plans to continue the success and development of their projects. At the end of the project, it will not only be about getting results, but also how to sustain these results, what improvements can be made, and how to manage the next stages of the project. By the end of the session, each group will have a clear plan for how they will monitor, evaluate, and update their projects as needed.

**Instructions**:

**Review Project Progress**: Each group reviews the current status of their projects. This review process includes the goals set when the project began, the extent to which these goals have been achieved, and the challenges encountered in the project. It also identifies project successes and areas for improvement.

**Determine Follow-up Goals:** The groups determine what they hope to achieve after the project is completed. These goals may include expanding the project, reaching more people, providing new resources, or increasing public awareness of the project. The groups are directed to set both short-term (6 months - 1 year) and long-term (2-5 years) goals.

**Follow-up Action Plan**: Each group creates an action plan that includes the steps required to achieve these goals. The action plan includes the strategies to be followed, the resources needed, key stakeholders, and the risks that may arise while continuing the project. For example, details such as which partners will be worked with to disseminate the project within the community and which tools will be used to promote the project are determined.

**Group Presentation:** Each group presents a brief summary of the follow-up plan they have created to the other participants. During this presentation, improvements can be made to the plan by taking into account the feedback from the other groups.

**Facilitator Tips:**

Guide the groups to pay attention to making the goals realistic and achievable when creating their follow-up plans. Help them set small goals that they can progress step by step instead of very large goals.

Emphasize the importance of being flexible during the follow-up process and being able to update the plans according to changing conditions.

Guide the participants to support their goals and monitor the impact of the project using the data they collect throughout the project.

## Ways to Make Projects Sustainable

**Theme**: Project Sustainability, Long-Term Planning

**Group Size:** 40+ people

**Purpose**: This session focuses on making social entrepreneurship projects sustainable in the long term. A sustainable project means not only achieving results in the short term, but also making a lasting contribution to society. Sustainability strategies are developed to ensure that projects can continue even in the face of lack of resources or the departure of leaders. In this session, participants look for ways to keep their projects alive in the long term.

**Instructions**:

**Introduction to Sustainability**: The facilitator should introduce the key elements of sustainability to participants. It should be emphasized that projects should be financially, socially, and environmentally sustainable. While financial sustainability means developing models that provide ongoing income for the project, social sustainability is about having ownership and support within the community. It is also important that the project is environmentally friendly and ethical.

**Sustainability Strategies**: Groups brainstorm on how they can make their projects sustainable. For example, strategies such as creating income-generating social business models within the community, promoting the project to find new funding sources, or ensuring volunteers and local leaders take ownership of the project can be developed. In addition, ideas are exchanged on how to ensure the community's adoption and long-term support of the project.

**Facilitator Tips:**

- Inform participants not to focus solely on financial sustainability, but also to consider community-based approaches.
- Emphasize the importance of building local partnerships for project growth.
- Provide guidance on how to best utilize available resources to ensure sustainability.

## Preparing and Sharing the Group's Future Plan

**Theme**: Future Planning, Visioning

**Group size**: 40+ people

**Purpose**: This session is designed for each group to define the next steps of their projects, develop a long-term vision, and plan for future growth opportunities. The session allows projects to develop strategies for how they can grow in the future, not just maintain their current status. Participants share their plans with each other and exchange ideas.

**Vision and Goal Setting**: Groups define the long-term vision of their projects. This vision focuses on what social problems the project will continue to solve in the future, in which areas it will grow, and how it will reach more people. Concrete goals are then determined to support this vision.

**Mapping the Future**: Each group creates a roadmap that includes the steps to be taken to achieve the determined goals. The roadmap may include what resources they will need, which partners they will collaborate with, and possible obstacles they may encounter. It also works on what sources of funding should be sought to support future projects.

Groups share their future plans with other participants. During the presentation, feedback from other groups and facilitators can be used to improve the plans.

**Facilitator Tips:** Encourage groups to think big and be practical in their future planning. Guide them to identify concrete steps they will take to realize their vision for the future.

Provide guidance on the resources and opportunities the groups will need and direct them to different collaborations.

## Social Entrepreneurs' Experience Sharing

**Theme**: Inspiration, Real Life Success Stories

**Group size**: 40+ people + Social Entrepreneurs

**Purpose**: The last session of the day aims to bring social entrepreneurs together with participants to share inspiring stories and experiences. This session aims to motivate participants by allowing them to hear real life solutions to possible challenges they will face in their own projects.

**Guest Speakers**: Social entrepreneurs share important milestones in their projects, how they overcame the challenges they faced, how they achieved success and how they ensured sustainability. These stories not only inspire participants, but also help them generate new ideas for their projects.

**Q&A Session**: After the presentations, participants can ask the social entrepreneurs questions about their projects. These questions can be about challenges they have faced in their own projects or they can ask for advice on growth and sustainability strategies.

**Reflection and Takeaways**: The facilitator will lead a short reflection session to discuss lessons learned from the social entrepreneurs and help participants think about how they can apply these lessons to their own projects.

**Facilitator Tips:**

Question the guest speakers to talk not only about their successes but also about the challenges they have faced and the lessons they have learned.

Create an interactive environment to allow participants to feel comfortable asking questions. This will create a space for everyone to be inspired.

## Open Q&A and Final Evaluation

**Theme**: General Evaluation, Q&A, Closing

**Group size**: 40+ people

**Purpose**: This session provides an open platform where participants can evaluate what they have learned throughout the training process and share their feedback, as well as ask if they have any questions. The final evaluation aims to measure the overall success of the training and to review the participants' experiences.

**Instructions**:

**Q&A Session:**

Participants are given the opportunity to talk about the questions and topics they are curious about during the training. This could be about the development of their project, sustainability strategies or resources they can use in the future.

The facilitator takes all questions and ensures that they are answered by relevant experts or participants.

**Final Evaluation:**

Participants give feedback on the overall structure of the training, the quality of the content and whether they have achieved the learning objectives.

The facilitator gives a brief summary of how the skills learned during the event can be applied in practice. This section highlights how participants will use the skills they have gained for their future projects.

After all participants should be filling an evaluation form.

**Facilitator Tips:**

Encourage participants to give honest feedback about the training; this will help improve future training.

Make sure questions are constructive and encourage all participants to contribute by giving them equal time.

## Closing Remarks and Farewell

**Theme**: Closing, Certificate of Participation, Acknowledgement and Farewell
**Group size**: 40+ people

**Purpose**: This session is organized as the official closing of the program and aims to document the participants' contributions and participation in the project. All participants will receive certificates of participation to document their participation in the project. In addition, a general evaluation of the training is made, thanks are presented and farewell speeches are made.

**Closing Remarks:**

The facilitator or project coordinator addresses the participants and makes a general evaluation of the training. The skills gained during the training, the progress of the projects and the common learning process are emphasized.

In the closing speech, the dedication of the participants and their contributions to the project are mentioned. The message is given that this is not just the end of a training, but a new beginning for the sustainability of the projects.

**Distribution of Certificates of Participation:**

All participants will receive certificates of participation documenting their participation in the project and their active role throughout the training. The certificates are presented to the participants in order.

A short summary of each participant can be made during the certificate distribution; This provides an opportunity to highlight their contributions to the project and ensure that they are recognized within the group.

**Acknowledgement and Farewell:**

All those who contributed to the project (facilitators, mentors, social entrepreneurs, organizers) are thanked. Special thanks are given to the participants for making the project a success.

The facilitator wishes the participants the best for their future projects and farewell speeches are made.

**Photo and Farewell:**

After the distribution of certificates, a group photo can be taken. This will remain as a nice memory of the training.

As participants bid farewell to each other, they are encouraged to share their contact information and network for possible future collaborations.

## EVALUATION METHODOLOGY OF TRAINING ACTIVITIES

Kick-Off Training involved 40 young people + 8 mentors + 3 trainers to implement the training activity. The activity was implemented in Agdz, Morocco for 8 days period in September 2024 with an aim to initiate the overall program and provide a framework of the local activities. In that way, the participants gained skills to implement their local projects and learn about the practicalities of the social entrepreneurship to tackle with country specific issues.

The objectives of the training are :

**O.KO-GaC-1.** To increase the participants skills on social entrepreneurship
**O.KO-GaC-2.** To make the participants are about both their and the social contexts of the participating countries
**O.KO-GaC-3.** To make participants develop their own projects in team environment
**O.KO-GaC-4.** To match the participants with the mentors
**O.KO-GaC-5.** To make participants create contextual and financial project application for the participants for their own projects
**O.KO-GaC-6.** To make participants practice pitch their ideas to the familiar environment
**O.KO-GaC-7.** To make participants develop a communication & dissemination plan for their projects
**O.KO-GaC-8.** To make participants develop a mentoring plan with their mentors after the matching process

These objectives were checked according to the following indicators that they are reached or not during the implementation of the training activity. In that way, we were able to understand that the training is achieved its aims or not.  The indicators that are developed in terms of kick-off training process to be evaluated as follows :

**I.KO-GaC-1.** The participants capacities are increased on social entrepreneurship and contextual issues in each country
**I.KO-GaC-2.** The participants are able to develop their own projects
**I.KO-GaC-3.** The participants gain aspects about the idea of social entrepreneurship project development process
**I.KO-GaC-4.** The participants are able to take an initiative towards to issues that they see in their communities
**I.KO-GaC-5.** The participants have tools and means to implement activities in their own communities
**I.KO-GaC-6.** The participants have understanding about the tools that will be used throughout the online, offline and local project implementation modules
**I.KO-GaC-7.** The participants have understanding about the risk management, communication and visibility and the other aspects concerning project management
**I.KO-GaC-8.** The participants are able to apply their projects to different funding mechanisms

During this process, we implemented the monitoring and evaluation with five separate tools :

1) **Daily Evaluations :** This process was implemented by the trainer team to understand the necessary contextual changes if it is required and to address the logistical aspects of the training activities. In each day, the trainers had evaluation activity in the big group to ensure that the participants of the training activity benefited from the content and there are no issues concerning to the logistics. These daily evaluations were implemented

during the training and they only have an impact on the implementation of the training activity to increase both satisfaction and knowledge acquirement of the participants.

2) **Daily Group Reflections :** The participants were divided to the 8 separate groups of 5 and each group had one mentor who is experienced on the issues that the participants had planned to work on to ensure that the participants learning achievements and objectives are reached throughout the training activity. During this process, the participants worked on the 8 key competences of Youthpass additionally to the overall reflection of their learning achievements.

3) **Give a Chance Project Application :** To make participants develop their own projects, we asked participants fill out a simplified application form with the mentors help and each developed their own projects during this process. We planed to use this tool to understand the pathway of the participants' projects and it will provide a ground for the evaluation and the implementation process of the participants' activities in their own countries. The related from can be found in **Annex : Give a Chance Project Application Form for Young People**.

4) **Pre, Post and Pre-Post Evaluation Forms :** To tackle with the responder-bias as it is explained previous section, we will implement three stages of quantitative evaluation to check the indicators defined above to understand that the participants have benefited from the training course and become able to implement their own projects in their communities. In this process, we will ask participants to provide answers to open-end questions to code these questions according to their answers according to the competence areas ( knowledge, skills and attitudes ). This evaluation will be made in an anonymous manner to make the participants able to provide information without any bias or any restrictions.

5) **Final Evaluation :** The participants will implement final evaluation in verbal format to understand the overall process of the training in the last day of the training activity. This process will be facilitated by the trainers and the trainer will use the evaluation methods developed specifically for the training course.

In this process, the evaluation process will be done through Online Management System based on Microsoft Forms with Likert Scale and NPS score based questions to check their satisfaction from the training activity. The questionnaire format can be seen in **Annex : Give a Chance Kick-Off Evaluation Form** with the relations of the indicators that are defined above. These indicators will be checked later on according to the questions and their relation.

In addition to that, in between the project activities and the virtual module, the participants will engage with each other and implement their own local projects. During this process, the evaluation strategies are explained in the separate section as **Local Projects and Online Virtual Module.**

## Local Projects

The participants will implement their local projects through out 6 month period after the implementation of the Kick-Off of Give a Chance Programme as the monitoring and evaluation strategy and the overall strategy explained above. During the implementation of the local projects, the participants will be provided with separate tools to analyse their projects' impact in the local community. For the monitoring and evaluation of the local project activities, we will employ several evaluation tools : **participant reports, feedback from the beneficiaries of participants, self-developed evaluation methods with mentors.**

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 : Give a Chance Project Report Form for Young People.**

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 : Give a Chance Feedback Form for Local Projects of Young People.**

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.

The qualitative indicators that are developed in terms of kick-off training process to be evaluated as follows :

**I.LP-GaC-1.** The local community became aware about the European Union opportunities due to visibility of the projects
**I.LP-GaC-2.** The participants increased the well-being of the local populations through their implemented projects
**I.LP-GaC-3.** The local community benefited from the participants' projects according to their needs and interests
**I.LP-GaC-4.** The networks of participants *i.e. social capital* is extended in the local community
**I.LP-GaC-5.** The participants developed tools and means to implement their activities after the finalisation of the programme
**I.LP-GaC-6.** The participants have found additional fundraising to continue to their activities
**I.LP-GaC-7.** The participants become able to tackle with the unforeseen challanges in their own projects

The quantitative indicators that are developed in terms of local projects process to be evaluated as follows :

- **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

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.

## Virtual Module

The virtual module has a supporting measure to engage participants continuously and do not break the ties in international level while supporting them to work together and learn from each other. In addition to that, the virtual module has separate features to use during the implementation of the project activities to ensure that, the project activities run smoothly by the participants of Give a Chance Programme while they receive constant support throughout the implementation period both contextually and logistically from mentors and project coordination team. **Annex-10 : Virtual Module Evaluation Tools for Local Projects** is consisted of the all virtual module evaluation tools explained below.

Therefore, we will use the following tools to monitor both progress and expenses and to understand and act upon the participants ongoing needs :

1) **Procurement Tool:** As the project will provide in-kind support to the participants, the expense control is required to understand their needs and implement the purchases. For this purpose, we will have a procurement tool in the modality of **Annex : Virtual Module Evaluation Tools for Local Projects** embedded to the Moodle Platform. The participants will be able to send their purchase requests through the Online Virtual module and we will provide necessary purchases while seeing the needs of everyone and keeping a track on the usage of the budget both of participants and organizations. The procurement should be gone first to the mentors' approval than the coordination team approval prior to the purchases.

2) **Progress Reports by participants :** Each month, we will ask participants to write one page contextual report about the project advancements, the issues that they face and the possible support that they required to develop and provide the participants with the support that they needed. **The requested support section information would be used to provide participants with additional support during the virtual module by providing new modules and information.**

3) **Monthly Meetings :** Each month, we will have 1.5-hour meeting with the participant groups all together from all countries in online format to check the participants' issues and discuss about the overall content. During this process, we will provide participants with the information that they need and help them to make the benefit of the overall virtual module.

The qualitative and quantitative indicators defined under *"Local Projects"* are not mentioned here again. However, the following indicators would be checked during the development of the monitoring and evaluation report to understand the achievement level of the project activities :

- **Number of online meetings implemented with participants :** 6
- **Number of procurement requests submitted :** 20
- **Number of additional modules developed by mentors:** 5

## Final Evaluation of Give a Chance Programme

In the last stage of the programme, we will implement the overall evaluation of programme, mentoring and the local projects. Prior to these phase, all of the evaluation data will be analysed with the training reports developed within the programme to ensure that the necessary changes will be reflected on the final two activities of the project as Demo Days and Sustain the Change Trainings.

The main aim of the **Final Evaluation of Give a Chance Programme** activity is to understand the extend of the participants projects and the possibilities to expand their projects with different funding instruments and tools. **Final Evaluation of Give a Chance Programme** will involve 40 young people + 8 mentors + 4 project coordinators + 3 trainers to evaluate the overall activities of the project and discuss about the follow-up measures with the participants for 8 days period in May 2025. The evaluation of the mentoring will be done parallelly to this activity to understand the relations between the mentors and participants in a constructive manner.

The objectives of the activity are :

**O.FE-GaC-1.** To evaluate the change on the participants
**O.FE-GaC-2.** To make the participants discuss about their activities in separate countries
**O.FE-GaC-3.** To make participants present the outcomes of their projects to each other by creating a environment of learning
**O.FE-GaC-4.** To evaluate the mentorship process for participants
**O.FE-GaC-5.** To finalise the participants’ reports
**O.FE-GaC-6.** To understand the achievements of the participants’ projects in local level

These objectives will be checked according to the following indicators that they are reached or not during the implementation of the activity. In that way, we will be able to understand that the training is achieved its aims or not.  The indicators that are developed in terms of final evaluation process to be evaluated as follows :

**I.FE-GaC-1.** The participants can implement new activities in their own communities
**I.FE-GaC-2.** The participants evaluated the projects that they have implemented
**I.FE-GaC-3.** The participants gained knowledge about the further financing opportunities of their already implemented projects
**I.FE-GaC-4.** The participants are able to develop their own projects
**I.FE-GaC-5.** The participants had opportunity to present their project outcomes to the general population and receive feedback

During this process, we will implement the monitoring and evaluation with five separate tools :

1) **Daily Evaluations :** This process will be implemented by the trainer team to understand the necessary contextual changes if it is required and to address the logistical aspects of the activity. In each day, the trainers will have evaluation activity in the big group to ensure that the participants of the training activity benefited from the content and there are no issues concerning to the logistics. These daily evaluations will be implemented during the training and they only have an impact on the implementation of the training activity to increase both satisfaction and knowledge acquirement of the participants.

2) **Daily Group Reflections :** The participants will be divided to the 8 separate groups of 5 and each group will have one mentor who is experienced on the issues that the

participants have planned to work on to ensure that the participants learning achievements and objectives are reached throughout the training activity. During this process, the participants will work on the 8 key competences of Youthpass additionally to the overall reflection of their learning achievements.

3) **Pre, Post and Pre-Post Evaluation Forms :** To tackle with the responder-bias as it is explained previous section, we will implement three stages of quantitative evaluation to check the indicators defined above to understand that the participants have benefited from the training course and become able to implement their own projects in their communities. In this process, we will ask participants to provide answers to open-end questions to code these questions according to their answers according to the competence areas ( knowledge, skills and attitudes ). This evaluation will be made in an anonymous manner to make the participants able to provide information without any bias or any restrictions. **The evaluation forms will as well give an idea about the participants' achievements of the overall programme.**

4) **Final Evaluation :** The participants will implement final evaluation in verbal format to understand the overall process of the training in the last day of the training activity. This process will be facilitated by the trainers and the trainer will use the evaluation methods developed specifically for the training course.

In this process, the evaluation process will be done through Online Management System based on Microsoft Forms with Likert Scale and NPS score based questions to check their satisfaction from the training activity. The questionnaire format can be seen in **Annex : Give a Chance Final Evaluation Form** with the relations of the indicators that are defined above. These indicators will be checked later on according to the questions and their relation.

# ANNEXES

## Annex -1 : Mentor Reports on the Project Of Mentees

*Data of the mentor & mentee groups :*

Name of the Mentor :

Names of the Mentees :

Project Group Name :

Project Name :

Context of the Project : ( Explain the project information )

Meeting Number : **First Report , Interim Report** or **Final Report**

Project Status Quo : ( Explain the project current implementation situation )

Mentees Perceptions : ( Explain the perceptions of mentees from your perspective as mentor )

Planned Activities : ( Explain the planned activities – date, target groups, aims agreed with the group in **First Report** / **In Interim** explain the status quo / **In Final** Achievements )

**Please rate the following according to the your perception of the work of project team from 1 ( poor ) – 10 ( excellent ) :**

| | | First | Interim | Final |
|---|---|---|---|---|
| 1 | Teamwork between the project group members | | | |
| 2 | Communication between you and the mentees | | | |
| 3 | Sustainability of the project activities | | | |
| 4 | Possible fundraising for the participants’ activities | | | |
| 5 | Contextual work ( content of the activities ) | | | |
| 6 | Impact of the participants’ work in local level | | | |
| 7 | Possible synergies between the participants’ work with other projects | | | |
| 8 | The competences of the participants to implement activities by their own | | | |
| 9 | The level of achievement of aims | | | |
| 10 | The improvement on the participants’ competences | | | |

Challenges that you face as mentor :

Challenges that the group face :

Problems that the participants face :

Solutions that you have provided to the participants :

Doubts on the implementation of the project :

Information about the procurements & finances :

Additional Information :

# Annex -2 : Continuous Reporting Tools

## Mentor Form

This form will be filled by mentor after the talk with the mentee group.

Name of the Mentor :

Names of the Mentees :

Project Name :

Date of the talk :

Duration of the talk :

Support Provided to the mentees :

Challenges that you face as mentor :

Challenges that the group face :

Problems that the participants face :

Feedback received :

Additional Information :

## Mentee Form

This form will be filled by mentor after the talk with the mentee group.

Name of the Project Group :

Names of the Mentor :

Project Name :

Date of the talk :

Duration of the talk :

Support Received from Mentor :

Challenges that you face as group :

Feedback concerning the mentor :

Additional Information :

## Annex -3 : Give a Chance Application Form

*Personal Details regarding to the Participant(not to be used for the evaluation purposes)*

1) Name of the Applicant :
2) Phone Number :
3) E-mail :
4) Address :
5) Gender :
6) Country :

*Details about the competences, skills, and motivation of the participant*

**Q1 . Could you explain about your motivation to implement social entrepreneurship activities?** (*I.PGaC-P.1*) **–** Long Paragraph ( 1000 characters )

**Q2. What is your experience on volunteering and social entrepreneurship?** ( *I.PGaC-P.1., I.PGaC-P.2., I.PGaC-P.3*) – Long Paragraph ( 3000 characters )

**Q3. Could you give us a summary of your idea to implement in your community?** *(I.PGaC-P.4, I.PGaC-P.5 )* - Long Paragraph ( 10000 characters )

**Q4. Do you have a team member to implement this project?** - ( related with all indicators ) - Long Paragraph ( 1000 characters )

**Q5. What is your language level? Do you believe you can work with people from different countries? -** ( related with all indicators ) - Long Paragraph ( 3000 characters )

**Q6. What do you expect to learn from the Give a Chance Programme?** ( related with all indicators ) - Long Paragraph ( 3000 characters )

**Q7. Do you have networks to implement and reach out the target groups for your idea? -** ( related with all indicators ) - Long Paragraph ( 3000 characters )

**Q8. What support do you expect from the coordinators, trainers and mentors involved in the programme?** - Long Paragraph ( 3000 characters )

**Q9. What are your expectations from the overall programme?** - ( related with all indicators )

**Q10. Would you be able to extend the scope of your group? Please explain who will be your group members can contribute to the implementation of your activities upon your return-** ( related with all indicators )

## Annex -4 : Give a Chance Project Application Form For Young Participants

*This form will be used during the Kick-Off Training Activity in online format and the data gathered from participants will be used to evaluate the overall process of mentoring, online module and the local projects both contextually and financially.*

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 ( 3.000 characters )

Expected Target Groups : - Long Paragraph ( 3.000 characters )

Involvement of Local Community : - Long Paragraph ( 3.000 characters )

Expected Impact : - Long Paragraph ( 3.000 characters )

Sustainability : - Long Paragraph ( 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 ( 3.000 characters )

Needed support from organizations : - Long Paragraph ( 3.000 characters )

Relevant Stakeholders : - Long Paragraph ( 3.000 characters )

Risks and Mitigation Measures : - Long Paragraph ( 3.000 characters )

# Annex -5 : Kick Off of Give a Chance Programme Evaluation Form

## Pre-Evaluation Form

This form is designed to understand extent to which the goals of the training are achieved. Your contributions will help us to improve training as well as the overall implementation of Give a Chance Programme. Thank you in advance for your since answers.

**Age:** **Gender:** **Form Number:**

**- Please rate the following statements from 1 to 10 and write your score in the box next to the item.**

**1. I do not know/can't do /do not agree.........................10.I know fully/can do fully/agree fully**

| | | A |
|---|---|---|
| 1 | I have clear understanding of the issues of my country and other partner countries. | |
| 2 | I can develop new projects targeting my local community. | |
| 3 | I know how to work in a team. | |
| 4 | I have enough digital skills to participate in online activities. | |
| 5 | I know what project in the framework of social entrepreneurship is. | |
| 6 | I can implement a local project by creating a project team without the support of anyone. | |
| 7 | I have enough competences to develop, initiate and finalise a social entrepreneurial project. | |
| 8 | I can reach out the angel investors, funding institutions or local governments to fund my idea. | |
| 9 | I know what needs-assessment is. | |
| 10 | I can implement activities in my own community not only with young people with the overall population. | |
| 11 | I can engage in discussions in intercultural setting. | |
| 12 | I am able to take initiatives towards to the issues that I see as important in my community. | |
| 13 | I know what communication and visibility is in the context of project implementation. | |
| 14 | I know how to tackle with the possible risks during the implementation of the projects. | |
| 15 | I believe I can engage other young people to the implementation process of the project. | |
| 16 | I have active listening skills to tackle with conflicts and misunderstandings. | |
| 17 | I can turn my idea to a long-term project with the involvement of other relevant stakeholders. | |
| 18 | I know what are my strengthens and weakness when it comes to project development and implementation. | |
| 19 | I can manage the project financially without any obstacles. | |
| 20 | I can develop a business idea with a focus of resolving a social issue. | |
| 21 | I can tackle with the differentiation of values in the teams. | |
| 22 | I can cope with cultural differences between the teams. | |
| 23 | I know how to use the Teams and Moodle Platforms to report and inform about my project. | |
| 24 | I know the fundraising opportunities specific to my country. | |
| 25 | I can implement a needs-assessment in my own community to develop a new project. | |
| 26 | I have a plan to tackle with the possible conflicts with me and my mentees. | |
| 27 | I have a courage to change things in my community. | |
| 28 | I have enough knowledge about monitoring and evaluation of the projects. | |
| 29 | I can interact with the other project teams from different countries to share my experiences. | |
| 30 | I know where to look if I need information about the issues, fundraising or likewise information. | |

**Q1. What are your expectations and learning aims from this training?**

## Post-Evaluation Form

Now, we come to end of the training, though our journey is just started. Please remember the number that you gave the form in the first day and put the same number in the form number section. It is important to evaluate the differences in a coherent manner. Secondly, while giving numbers to the each section, **B Column means**, you should evaluate yourself **prior to the training** and **C column means**, you should evaluate yourself **after this training.**

**Age:** **Gender:** **Form Number:**

**- Please rate the following statements from 1 to 10 and write your score in the box next to the item.**

**1. I do not know/can't do /do not agree.........................10.I know fully/can do fully/agree fully**

| | | B | C |
|---|---|---|---|
| 1 | I have clear understanding of the issues of my country and other partner countries. | | |
| 2 | I can develop new projects targeting my local community. | | |
| 3 | I know how to work in a team. | | |
| 4 | I have enough digital skills to participate in online activities. | | |
| 5 | I know what project in the framework of social entrepreneurship is. | | |
| 6 | I can implement a local project by creating a project team without the support of anyone. | | |
| 7 | I have enough competences to develop, initiate and finalise a social entrepreneurial project. | | |
| 8 | I can reach out the angel investors, funding institutions or local governments to fund my idea. | | |
| 9 | I know what needs-assessment is. | | |
| 10 | I can implement activities in my own community not only with young people with the overall population. | | |
| 11 | I can engage in discussions in intercultural setting. | | |
| 12 | I am able to take initiatives towards to the issues that I see as important in my community. | | |
| 13 | I know what communication and visibility is in the context of project implementation. | | |
| 14 | I know how to tackle with the possible risks during the implementation of the projects. | | |
| 15 | I believe I can engage other young people to the implementation process of the project. | | |
| 16 | I have active listening skills to tackle with conflicts and misunderstandings. | | |
| 17 | I can turn my idea to a long-term project with the involvement of other relevant stakeholders. | | |
| 18 | I know what are my strengthens and weakness when it comes to project development and implementation. | | |
| 19 | I can manage the project financially without any obstacles. | | |
| 20 | I can develop a business idea with a focus of resolving a social issue. | | |
| 21 | I can tackle with the differentiation of values in the teams. | | |
| 22 | I can cope with cultural differences between the teams. | | |
| 23 | I know how to use the Teams and Moodle Platforms to report and inform about my project. | | |
| 24 | I know the fundraising opportunities specific to my country. | | |
| 25 | I can implement a needs-assessment in my own community to develop a new project. | | |
| 26 | I have a plan to tackle with the possible conflicts with me and my mentees. | | |
| 27 | I have a courage to change things in my community. | | |
| 28 | I have enough knowledge about monitoring and evaluation of the projects. | | |
| 29 | I can interact with the other project teams from different countries to share my experiences. | | |
| 30 | I know where to look if I need information about the issues, fundraising or likewise information. | | |

**Q1. Was there anything that you find missing in the training? What if we do or what happens it would be good?**

**Q2. Which was the most valuable session for you? Is there anything that you can say I did not know, but I learnt here?**

**Q3. What is your plan from now on to implement your project that you have proposed to the programme? Please give us a detailed overview.**

**Q4. What is your perception about the other groups members from different countries?**

**Q5. Are you happy with your mentor? If not, why? If yes, why?**

**Q6. Were you able to achieve your expectations and reach your learning aims? If yes, please explain. If not, Why?**

*The following questions will be based on NPS Score:*

**Q7. What is your satisfaction degree from the content of training activity?**

**Q8. What is your satisfaction degree from the conduct of the trainers?**

**Q9. What is your satisfaction degree on the logistical arrangements of the training activity?**

**Q10. Did you feel comfortable with the group?**

**Q11. Do you think you have developed professionally and personally during the training?**

**Q.12. Please use this place in case you did not find a space as well want to say something further.**

Thanks for your interest and patience.

## Annex -6 : Give a Chance Project Report Form for Young People

*This form will be filled out by participants and mentors jointly prior to the evaluation training. This report form will be provided to the participants during the Kick-Off Training to ensure that they have gathered the information required.*

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 ( 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 ( 3.000 characters )

Expected support from organizations : - Long Paragraph ( 3.000 characters )

| | |
|---|---|
| Local communities reaction | : - Long Paragraph ( 3.000 characters ) |
| Risks and Reactions | : - Long Paragraph ( 5.000 characters ) |
| Challenges occurred | : - Long Paragraph ( 5.000 characters ) |
| Impact | : - Long Paragraph ( 5.000 characters ) |
| Sustainability | : - Long Paragraph ( 5.000 characters ) |
| Plans for the future | : - Long Paragraph ( 10.000 characters ) |
| Support from the coordination team | : - Long Paragraph ( 5.000 characters ) |
| Lessons-Learnt | : - Long Paragraph ( 5.000 characters ) |
| Evaluation of the project | : - Long Paragraph ( 10.000 characters ) |

## Annex -7 : 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 -8: Give a Chance Project Procurement Tool

*These forms will be developed embedded to Virtual Module by technical expert.*

### Procurement Form

Project Name :

Project Team Members :

Mentor Name :

Procurement Object to Activity :

Information about Provider : (VAT Number, Place, Account Info)

Amount of the purchase :

Market Research Information : Each participant group will be required to provide at least two separate provider information to ensure that best value for money is guaranteed.

Mentor Approval & Comments :

### Progress Report Form

Project Name :

Project Team Members :

Mentor Name :

Project Advancements : - Long Paragraph ( 10.000 characters )

Requested Training Activity : - Long Paragraph ( 1.000 characters )

Requested Support for upcoming month : - Long Paragraph ( 10.000 characters )

# Annex – 9 : Give a Chance Final Evaluation Form

## Pre-Evaluation Form

This form is designed to understand extent to which the goals of the training are achieved. Your contributions will help us to improve training as well as the overall implementation of Give a Chance Programme. Thank you in advance for your since answers.

**Age:** **Gender:** **Form Number:**

**- Please rate the following statements from 1 to 10 and write your score in the box next to the item.**

**1. I do not know/can't do /do not agree…………………….10.I know fully/can do fully/agree fully**

| | | A |
|---|---|---|
| 1 | I know what can go wrong during the project implementation. | |
| 2 | I am aware about the obstacles of finding funding for my idea. | |
| 3 | I am aware about the issues of my community in a better way. | |
| 4 | I can distinguish the social entrepreneurial project and a social project. | |
| 5 | I can find money for my activities or my project. | |
| 6 | I believe that without a teamwork a project cannot be done efficiently. | |
| 7 | I believe that I do not need any support. | |
| 8 | I believe I know where to knock to reach out the angel investors, funding institutions or local governments. | |
| 9 | I can implement a needs-assessment and develop a project upon it. | |
| 10 | I am aware about the differences but as well as similarities in between our countries. | |
| 11 | I can engage in discussions in intercultural setting. | |
| 12 | I am able to take initiatives towards to the issues more than before. | |
| 13 | I have skills to use social media to promote my projects and activities. | |
| 14 | I know I can expand the project idea. | |
| 15 | I am aware about the digital tools to implement social entrepreneurial projects. | |

**Q1. What are your expectations and learning aims from this training?**

**Q2. Can you tell us your experience with the programme?**

**Q3. What should be next for the implementation of Give a Chance Programme from your perspective?**

**Q4. What was the most excruciating moment in your project?**

**Q5. What was the most happiest moment in your project?**

**Q6. What have you encountered during the implementation of your local project and what should be worked on this week additionally rather than the program provided?**

## Post-Evaluation Form

Now, we come to end of the training, though our journey is just started. Please remember the number that you gave the form in the first day and put the same number in the form number section. It is important to evaluate the differences in a coherent manner. Secondly, while giving numbers to the each section**, B Column means**, you should evaluate yourself **prior to the training** and **C column means**, you should evaluate yourself **after this training.**

**Age:** **Gender:** **Form Number:**

**- Please rate the following statements from 1 to 10 and write your score in the box next to the item.**

**1. I do not know/can't do /do not agree**……………………..**10.I know fully/can do fully/agree fully**

| | | B | C |
|---|---|---|---|
| 1 | I know what can go wrong during the project implementation. | | |
| 2 | I am aware about the obstacles of finding funding for my idea. | | |
| 3 | I am aware about the issues of my community in a better way. | | |
| 4 | I can distinguish the social entrepreneurial project and a social project. | | |
| 5 | I can find money for my activities or my project. | | |
| 6 | I believe that without a teamwork a project cannot be done efficiently. | | |
| 7 | I believe that I do not need any support. | | |
| 8 | I believe I know where to knock to reach out the angel investors, funding institutions or local governments. | | |
| 9 | I can implement a needs-assessment and develop a project upon it. | | |
| 10 | I am aware about the differences but as well as similarities in between our countries. | | |
| 11 | I can engage in discussions in intercultural setting. | | |
| 12 | I am able to take initiatives towards to the issues more than before. | | |
| 13 | I have skills to use social media to promote my projects and activities. | | |
| 14 | I know I can expand the project idea. | | |
| 15 | I am aware about the digital tools to implement social entrepreneurial projects. | | |

**Q1. Was there anything that you find missing in the training? What if we do or what happens it would be good?**

**Q2. Which was the most valuable session for you? Is there anything that you can say I did not know, but I learnt here?**

**Q3. What is your plan for the future?**

*The following questions will be based on NPS Score:*

**Q4. What is your satisfaction degree from the content of training activity?**

**Q5. What is your satisfaction degree from the conduct of the trainers?**

**Q6. What is your satisfaction degree on the logistical arrangements of the training activity?**
**Q.7. Please use this place in case you did not find a space as well want to say something further.**

Thanks for your interest and patience.