

# THE EMPOWERMENT GUIDE



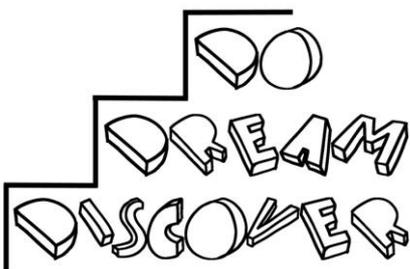
FROM

DISCOVER, DREAM AND DO 2

INTERNATIONAL TRAINING COURSE  
05 - 12.05.2015, GUDEVICA, BULGARIA

PRESENTED BY

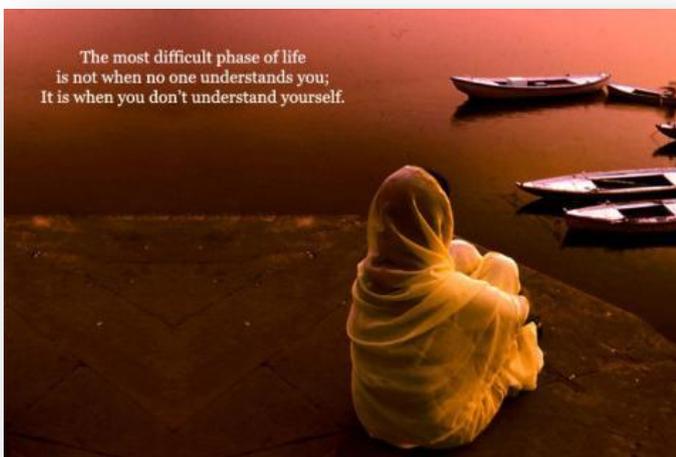
NC FUTURE NOW 2006  
AND  
ERASMUS + PROGRAMME



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***The pictures from the training course for this guide are made and edited by Lora Abadjieva, Ivan Kadijski and Bogdan Romanica.***



## INTRODUCTION

This guide is created as a result of intensive work by participants and trainer's team during TC "Discover, Dream and Do 2" (2014-1-BG01-KA105-000183), funded by European "Erasmus +" Program.

### GET TO KNOW MORE ABOUT 'DISCOVER, DREAM AND DO 2'

Discover, Dream and DO are three important steps in creating fulfillment, joy and happiness in life. We believe that these steps are essential for sustainable development and personal growth. Knowing who you are, your uniqueness and gifts, dreaming and acting in order to achieve your ideals are sources for empowerment. Many youth nowadays are facing difficulties and struggling to find a meaning in their lives. In a fast changing world, the youth have to be prepared and ready to adapt in the labor market. Thus the youth worker can play a key role in the development and fulfillment of young people. But before empowering young people, a youth worker should be empowered and competent. That is why we are making this project, to increase the quality of youth work in the countries which are involved in this project, so the youth can become more prepared for their careers and professions.



### TRAINING VENUE

Gudevica, Bulgaria (05 - 12 May 2015)

### AIMS & OBJECTIVES

The Aim of the course is:

To train and empower youth workers to become creators of better educational projects and activities in order to increase young people's employment chances.

The concrete objectives set for the course are:

- Increasing the level of knowledge and understanding of the empowerment process and non-formal education.
- Understanding the concept of "employability" in a large European perspective.
- Exploring/learning/testing/adapting/creating new tools and methods for young peoples' employability and personal development.
- Exploring and understanding how nature and outdoor spaces can be used in education and personal development.
- Developing basic coaching competences.
- Increasing motivation of youth workers in order to become stronger professionals.
- Understanding the multiple roles of a youth worker – and creating a long term personal vision about this role.



## PROJECT DESIGN - THE 3D PROCESS

The learning process implemented led to a bigger impact in the development of the participants. Thus we created a three phase process which will be described below.



### 1. INDUCTION PHASE

One month before the training course the participants received weekly learning packs. Learning packs contained a newsletter, where the participants had the chance to introduce themselves to the group; there was a short online course, with concepts, theories, video presentations and useful images to the participants. The newsletters had the role to introduce the participants into the learning mood and create new knowledge about the training themes.



### 2. TRAINING COURSE

You will have more details bellow.

### 3. MENTORING PHASE

Throughout 5 weeks the participants were guided by the trainers' team in three directions: **DIRECT MENTORING**, for improving the implementation of new tools and methods that we experienced during the training. **ONLINE LEARNING**, which is a continuation of the newsletters and the creation of this ☺ **EMPOWERMENT GUIDE**. The Guide is a reference document that combines theories, good practices, personal opinions and stories from the participants. The theme of the booklet is: Youth Empowerment towards Employability.



## THE TRAINING COURSE

The course is prepared and implemented on the basis of a methodology that emphasizes active participation and commitment of all people involved. Therefore, the program was subject to regular changes and adaptations before and during the course. The activities used are ice-breakers, role-plays, teambuilding and outdoor activities, debates, open space and workshops to develop life skills and competences useful for any youth worker. The working methods were the: "Experiential learning", "Educator to peer" and "Peer to Peer".

On the fifth day the participants delivered empowering sessions for local organizations and youth.



This training course was quite challenging since we were reflecting and facing challenges on individual and on group level, overcoming demanding situations, while questioning a lot how we and others are living and passed intensive reflection moments.

The main theme of the training is **EMPLOYABILITY**, thus most of the methods have a focus on how the youth workers can increase the employability of young people.

*This project has been funded with support from the European Commission.*

*This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## PARTICIPANTS

The group of participants included 23 young people from 5 countries – Bulgaria, Romania, Cyprus, Czech Republic and Poland.

## COORDINATING ORGANIZATION

### NC Future Now 2006

<http://gudevica.org/>

<https://www.facebook.com/nc.future.now.2006?ref=bookmarks>



NC "Future Now 2006" is founded in 2006. Our mission **is to enrich the process of personal development and learning, inspired by nature.**

**Main activities** of the organization are youth work, non-formal education and personal development for children and youth, social integration of disadvantaged young people, Eco, Civil and HR education, employability support. We conduct trainings on national and international level (Youth in Action, Erasmus + and Euro-Med IV programmes), EVS projects, children camps, trainings for teachers, extracurricular activities in schools.

**Main objectives** of NC Future now are - Developing alternative educational programs; Environmental education for children and youths; Promoting Non-formal education; Social integration of young people with fewer opportunities; Development of Youthwork in Bulgaria.

NC Future now is member of networks CEEweb for Biodiversity, Rückenwind - Support of young people with fewer opportunities and Network for sustainable exchange Alive places.

NC "Future Now 2006" poses and run outdoor educational centre "Nature school" for promoting sustainable practices and outdoor education for children and youth.

**Our team** is composed of experienced professionals - international trainers and educators, youthworkers and project managers.

## PARTNERS IN THE PROJECT

- Youth for exchange and understanding – Cyprus;
- Asociatia Dreams for Life - Romania
- AFS Mezikulturní programy, o.s.– Czech Republic;
- Centrum Wolontariatu w Kielcach – Poland;

## TRAINERS TEAM



**Karolína Kousalová (CZECH REPUBLIC)** she discovered the world of non-formal education when she was 18 and left as an exchange student for one year in Germany. After return, Karolina became a volunteer in the NGO that had sent her and since then she has been active especially in the field of intercultural learning. Eager to have more intercultural experience and to develop skills, she left for EVS to Belgium for 8 months, couple years ago. After returning she joined the Czech Pool of trainers for EVS. And become a youth worker working with young people on the topics of intercultural learning, personal development or active citizenship.



**Bogdan Romanica (ROMANIA)** is a dedicated youth worker, trainer and motivational speaker. He is crazy about changing the world and making Earth a better place to live. He is dedicated to the following actions: supporting young people to discover themselves, encouraging them to dream big, working with youth for personal action plans and empowering them to act according to their dreams and ideals. He has a wide experience in personal development, empowerment and experiential learning, at a national and international level. Bogdan is part of Romanian "Youth in Action" National Agency Trainers Pool.



**Ognian Gadoularov (BULGARIA)** – Youth worker and Trainer from Bulgaria.. Specialized in international youth cooperation projects. He is involved in interactive teaching and environmental education. Prepares and educates instructors for working with children and young people. Ognian perform responsibilities as a trainer for Bulgarian "Youth in Action" National Agency. Expert in conducting adventure programs based on experiential learning and improving team performance.  
He is a certified instructor in rock climbing and slack lining.



# PROGRAM IMPLEMENTED

| 05.05              | 06.05                            | 07.05                                       | 08.05  | 09.05                  | 10.05                                    | 11.05  | 12.05                |
|--------------------|----------------------------------|---|--|------------------------|--|--|----------------------|
|                    | Day 1                            | Day 2                                       | Day 3  | Day 4                  | Day 5                                    | Day 6  |                      |
|                    | INTRO DAY                        | DISCOVER DAY                                | DREAM DAY  | DO DAY                 | DO DAY                                   | DO DAY   |                      |
| Arrival<br>Welcome | Official opening<br>Introduction | Where do I stand?<br>Causes of unemployment | Influences and learning<br>- creating a learning environment | Passion In<br>Action 1 | Outside the<br>BOX<br>Mr. Benjamin story | Re-uniting the team<br>- trust fall                | Departure<br>Goodbye |
|                    | Break                            | Break                                       | Break  | Break                  | Break                                    | Break  |                      |
|                    | Get to know each other           | I am ME                                     | Nature - a tool for empowerment                              | Passion In<br>Action 2 | Preparation for workshops                | Empowerment Guide                                  |                      |
|                    | Lunch                            | Lunch                                       | Lunch  | Lunch                  | Lunch                                    | Lunch  |                      |
|                    | Teambuilding                     | Self efficacy                               | Coaching for employability 1                                 | Free afternoon         | Workshops with local youth               | Personal Action planning and learning achievements |                      |
|                    | Break                            | Break                                       | Break  | Break                  | Break                                    | Break  |                      |
|                    | Four agreements                  | Tools for competency assessment             | Coaching for employability 2                                 | Free afternoon         | Workshops with local youth               | Evaluation<br>Closing session                      |                      |
|                    | Reflection                       | Reflection                                  | Reflection   |                        | Reflection                               | Reflection   |                      |
|                    | Dinner                           | Dinner                                      | Dinner   | Dinner                 | Dinner                                   | Dinner   |                      |
|                    | Welcome Evening                  | Sharing stories                             | Cultural Cross-Road  | Night traveler         | Free evening                             | TEDx Gudevica                                      |                      |



**WORK  
HARD  
DREAM  
BIG.**

## **BASIC INFORMATION**

### **EMPOWERMENT**

#### **EXAMINING 'EMPOWERMENT': A HOW-TO GUIDE FOR THE YOUTH DEVELOPMENT PROFESSIONAL**

<http://www.ioe.org/joe/1998december/a1.php>

#### **Abstract**

This article describes the role of the youth development professional in incorporating an "empowerment" process into program planning. For purposes of this article, "empower" is defined as "promoting the self actualization or influence" (Webster, 1998). The empowerment process is described through the use of community examples and a step by step "How-To" section. While the examples in the article focus on youth, it is important to note that the empowerment process is useful for adult volunteers as well.

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#### **Views of Empowerment**

The job of youth development professionals is to provide opportunities for young people to develop the competencies they need to become successful contributing members of their communities (Pittman & Wright, 1991). Empowerment can be one of the most effective strategies for providing young people with opportunities to develop competence. Over the past decade "empowerment" has become the buzzword in business, evaluation and youth development. Because of its wide use, the word "empowerment" has many different meanings to people.

According to Webster (1998), empower means "(1) to give official authority or legal power to; (2) enable; (3) to promote the self actualization or influence." The strategy proscribed by the first definition can be quite effective provided that the party being empowered (that is, the "empoweree") already has the competencies needed to achieve the desired outcome. The strategy does not work well when it is plugged into a framework of youth development in which empowerment itself is being used as a strategy for developing competencies in youth. For youth development, the third definition more more suitable.

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Too often youth workers assume that "empowering" is a synonym for relinquishing all guidance, control, and responsibility for a project to the young people with whom they work. Typically, this approach is met with failure on the part of the youth, frustration on the part of the youth development professional, and more evidence that the notion of "empowerment" is a concept that looks good on paper but does not work in the real world of youth work.

"Empowering teens" refers to a PROCESS through which adults begin to share responsibility and power with young people. It is the same idea as teaching young people the rules of the game. Youth development professionals are helping young people develop non-academic competencies that will help them to participate in the game of life. Because it is a process, empowerment is something that is achieved over time, not overnight.

Empowering teens is important because empowerment leads to competence and competence is linked to self-esteem (Harter, 1993). Additionally, teens with increased competence can become a great resource for 4-H because they will assume increasing responsibility within the day to day activities and in running the overall program. In a study conducted by DiBenedetto (1992), teens identified nine factors influencing their feelings of empowerment:

1. Non-authoritarian adult leadership.
2. Being able to experience and exercise power.
3. Receiving education and training.
4. Participating in critical analysis of issues.
5. Experiencing an environment of safety, closeness and appreciation.
6. Being able to honestly express opinions and emotions.
7. Accepting diversity.
8. Developing a voice.
9. Being able to take action.

### **The Process of Empowerment**

How can teens in your 4-H programs be empowered? According to Blanchard, Carlos, & Randolph (1996), there are three major keys:

#### 1. Share information.

Sharing information with young people about all the aspects of the program, from budgets to organizational policies, is the first step to fostering empowerment. Such sharing ensures that teens clearly understand the parameters within which the program has to operate. It also conveys a message of trust. Withholding information sends the message that adults do not think teens can understand or that they will not act responsibly with the information they receive. Sharing information encourages teens to act like "owners" or shareholders of the program.

If sharing information is difficult, the youth worker may want to examine his or her assumptions about teens. Are teens viewed as being able to make useful contributions? Do adults always know what is best for teens? Several authors have developed useful self-assessment surveys (e.g., Carter & Betts, 1996; Lofquist, 1989)



Community highlight: A director comments that "Through a panel discussion with teens about their Teen Center one director discovered that teens were not attending dances because they thought the entrance fee was too high. With the intent to educate the teens on why the admission price was set at \$4.00, the director showed them his budget for dances. He patiently went through each category of expenses with the teens and asked them what they would do differently.

The teens noticed that a large part of the budget was being spent on food. They pointed out that only about 10% of the teens eat the food that 100% of them were paying for. They suggested spending less on food so the admission price would be lower. The director commented that their solution was one he would never have considered! Admission prices went down and participation went up." --Youth Center Director

## 2. Create autonomy through boundaries.

Community highlight: A youth center director expressed dissatisfaction with the process. "In the spirit of empowering teens, I told the teens they were responsible for setting up the teen fashion review. I left everything up to them. I thought they would really get into it and take it over. It turns out that absolutely nothing got done! I was furious. Empowerment doesn't work."

This example illustrates the importance of the second step to empowerment. Many people assume that empowering means giving teens carte blanche to set up the event/program however they want. Actually, it means just the opposite. Creating autonomy through boundaries means teaching teens the rules or boundaries within which they can operate (such as budgets, policies). Each event, activity, or program must operate within certain parameters, be they financial or policy requirements. The youth professional must outline those outer limits to the teens. Blanchard, Carlos, and Randolph (1996) suggest thinking of the limits as the banks of a river. The banks are what give the river its direction and momentum. Without the banks there would be no movement. The riverbed itself may be several miles wide, but the banks still exist.

Empowerment also means teaching young people specific "plays" within the game. People have to learn new ways of thinking and working. It does not come automatically. Let's take the fashion review as an example. In setting up a fashion review, teens need to know all the steps involved, that is the "plays" of the game. These could include finding a location, how much can be spent on rent, negotiating and signing a contract, charging admission, selling tickets, contracting for lighting, getting stores to donate clothes, getting teens to model, selecting music, insurance/liability issues, snacks, and so forth. Often teens do not follow through because they don't know what to do.



DO IT NOW.  
SOMETIMES  
'LATER'  
BECOMES  
'NEVER'

## 3. Examine the role of the youth development professional.

When the actual steps in the empowerment process are reviewed, the role of a youth development professional begins to sound much like that of a facilitator, a very different role for many people. Adults frequently get caught up in making every decision for young people and feeling responsible for making sure every event turns out "picture perfect."

The youth development professional's role is to help young people develop competencies and feel empowered. Remember that empowerment, like development, is a process. In most cases, this means that the youth development professional is more concerned with the process of how the event or program was planned and executed and with what the teens learned, than on how perfect it was. Regardless of how it turns out, it still belongs to the teens.



### **Adopting an Empowerment Approach**

Incorporating empowerment into program planning includes the following steps:

#### **1. Meeting with interested teens.**

Get some indication of how many young people are interested in the project or program. If few teens show up, it indicates that the topic is not one of interest to them. If this is the case, it is unlikely the project would provide opportunities for competency development. If teens are excited about the project, proceed.

#### **2. Showing teens the budget and policies within which they have to work.**

Just as there are laws in our community, there are rules within which organizations must operate. These are the "rules of the game." For organizations, these rules are typically embodied in policies, mission statements, and budgetary constraints. It is critical that young people understand the rules because they dictate the outer limits of what can be accomplished. Too often, adults make the mistake of asking young people what they want to do without first delineating the outer boundaries of what can be done. Rather than limiting creativity, such an approach limits the frustration young people feel when their ideas are met with an immediate "we can't do that" response from adults.

#### **3. Facilitating a brainstorming session about all the issues that need to be considered to make the event a reality.**

This step involves delineating the "plays" in the game. Ask the teens to list all the things that have to be done before the program or project can happen. Give them an opportunity to list all their ideas first, then bring up issues or tasks they might not have thought about. Keep in mind that the goal of this process is to teach teens how to play a game they've never played before. They need to learn the process of what goes into making an event happen. Instead of telling them what they need to do, ask questions. For example, if the teens want to take a day field trip but haven't considered transportation, the facilitator could say, "How are we going to get there?" Remember not to assume that the teens should know what should be included and how to do it.

#### **4. Facilitating a task outlining session and prioritization of tasks in a timeline.**

Revisit the list generated in the previous step. Conduct another "mini" brainstorming session around how to complete each task. For example, if one of the tasks listed was "transportation," the "how-to" brainstorming session is used to generate specific ideas about how to get transportation (for example, calling bus companies for estimates, seeing if parents would donate vehicle and drivers, how they should describe why they need what they need, finding out how much it costs). The idea is to delineate all the steps involved in completing that task. When this phase is completed, it is important to put all those tasks on a timeline, working backwards from the targeted completion date.

#### 5. Figuring out who wants to take responsibility for each task.

Once tasks have been outlined and the timeline is in place, ask participants to volunteer to take responsibility for specific steps. This is the step in which teens become "hands-on" involved in the process. This becomes their responsibility to the team.

#### 6. Setting up several interim meetings to check on progress prior to the actual event.

Steps six and seven are the most critical in the process. It is imperative that the youth development professional provides support and guidance for the young people as they attempt to fulfill their tasks. Many times young people are afraid or embarrassed to admit in front of their peers that they do not know how to do something. The youth development professional needs to check in with each young person to see how they are doing. Give them some lead time--don't wait until the day their task is "due."

#### 7. Being available to offer guidance and support.

The youth development professional is the coach who needs to be available to support the young people. Ask them what they are going to say to the bus company. Role play with them so they can practice their communication skills. Figure out how they are going to get to the building to check out its acoustics. Remember, do not do the job for them, but support them in their doing for themselves.

#### 8. Revisiting the process upon completion.

Once the program or project is completed, get back together with the group to celebrate success and to examine what the group learned as well as what they would change for the next time around. As part of a true experiential learning process, it is important to help teens recognize the skills they gained during the process and how those skills can be applied to other situations.

### Summary

Stay focused on empowerment as a process. There may be some programs and events that really are required to be "perfect." Youth development professionals may be surprised, however, to find that when the supervisor, county board, parents, and community members are educated about the empowerment process, they'll be incredibly supportive. They'll begin to see the youth development professional's role as that of a youth developer rather than as an event coordinator. More importantly, young people are provided opportunities to develop the competencies they need to become successful adults.

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## SELF-EFFICACY

(<http://study.com/academy/lesson/self-efficacy-definition-theory-quiz.html>)

Learn what self-efficacy is and how it affects your motivation to accomplish specific tasks. Learn about Albert Bandura's contribution to the concept of self-efficacy and how it has shaped contemporary psychology.

### The Power of Self-Efficacy

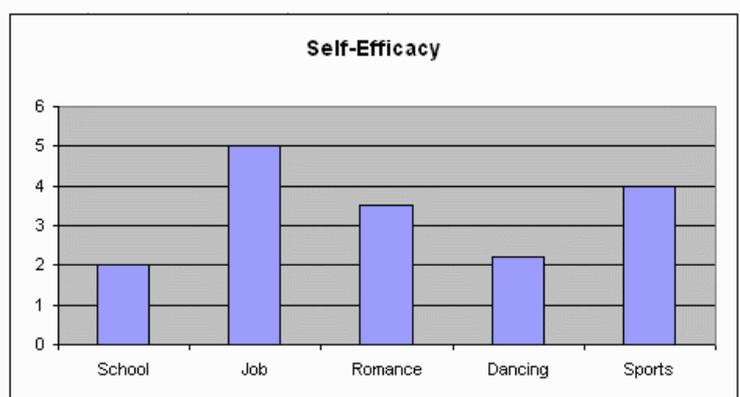
There is an old and frequently told story of a track coach who wanted to teach his team to run faster. No matter what the coach did, no one seemed able to beat his or her best time. One night, unbeknownst to the team, the coach moved the finish line, effectively making the track 10 feet longer. The next day, the runners clocked slower times than they usually did (because the track was now 10 feet longer). Discouraged, because they knew they could do better, the runners practiced and practiced until they could again achieve their old times. At this point, the coach let them in on the secret that he had moved the finish line and informed them that they were now running faster. The coach demonstrated that, when the runners thought they couldn't go any faster, they didn't, and when they knew they could do better, they did. The coach proved the power of self-efficacy.

### Bandura's Self-Efficacy

Psychologist **Albert Bandura** defined **self-efficacy** as an individual's belief that he or she will be able to accomplish a specific task. He believed that an essential component to accomplishing something is our confidence that we can. Bandura referred to self-efficacy as the mind's **self-regulatory function**; it tells us when to try and when to stop. If you do not believe something is possible, you are less likely to attempt the task and more likely to give up early if you do.

**Whether you think that you can, or that you can't,  
you are usually right. – Henry Ford**

Self-efficacy drives your motivation; just as you have different degrees of motivation depending on the task, so also do you have different levels of self-efficacy. You may have high self-efficacy when it comes to your job because you have done it for a long time. You may have low self-efficacy in regards to school because you struggled to make passing grades. The level of self-efficacy you have when you begin a task has a great deal to do with whether you will successfully complete it.



## The Four Sources of Self-Efficacy

It's a logical assumption that, if completing an activity is related to our belief that we can accomplish the task, then increasing our self-efficacy should enable us to be more successful at finishing the things we attempt. This begs the question, 'Where does self-efficacy come from?' If we can understand where self-efficacy comes from, then we can take steps to increase it.

According to Bandura, self-efficacy is a **constantly evolving process** from childhood to old age. Self-efficacy increases as an individual becomes more confident that he or she can accomplish a task. Some tasks, such as academic achievement or athletic ability, tend to reinforce self-efficacy when you are a child. Other activities, such as musical intelligence or public-speaking ability, tend to reinforce self-efficacy as you grow into adulthood. Bandura claimed that there were four sources for self-efficacy: **mastery, modeling, persuasion, and physiological factors**. To improve your self-efficacy, it is necessary to address one or more of these sources.

### Mastery Experiences

Bandura believed that the best way to develop self-efficacy toward a particular task was through mastery of the subject. Success leads toward additional successes, and failure can cast doubt on the outcome of future attempts. When you succeed at something, you are more likely to attempt it again.



### Social Modeling

Knowing that a task is doable is key to successfully completing it. Most people are unlikely to undertake activities they believe are impossible. Bandura wrote that seeing others similar to yourself succeed reinforces the belief that you can also accomplish the same task.



# YOUTH UNEMPLOYMENT

## YOUTH UNEMPLOYMENT RATE IN EU MEMBER STATES AS OF NOVEMBER 2014 (SEASONALLY ADJUSTED)

(<http://www.statista.com/statistics/266228/youth-unemployment-rate-in-eu-countries/>)

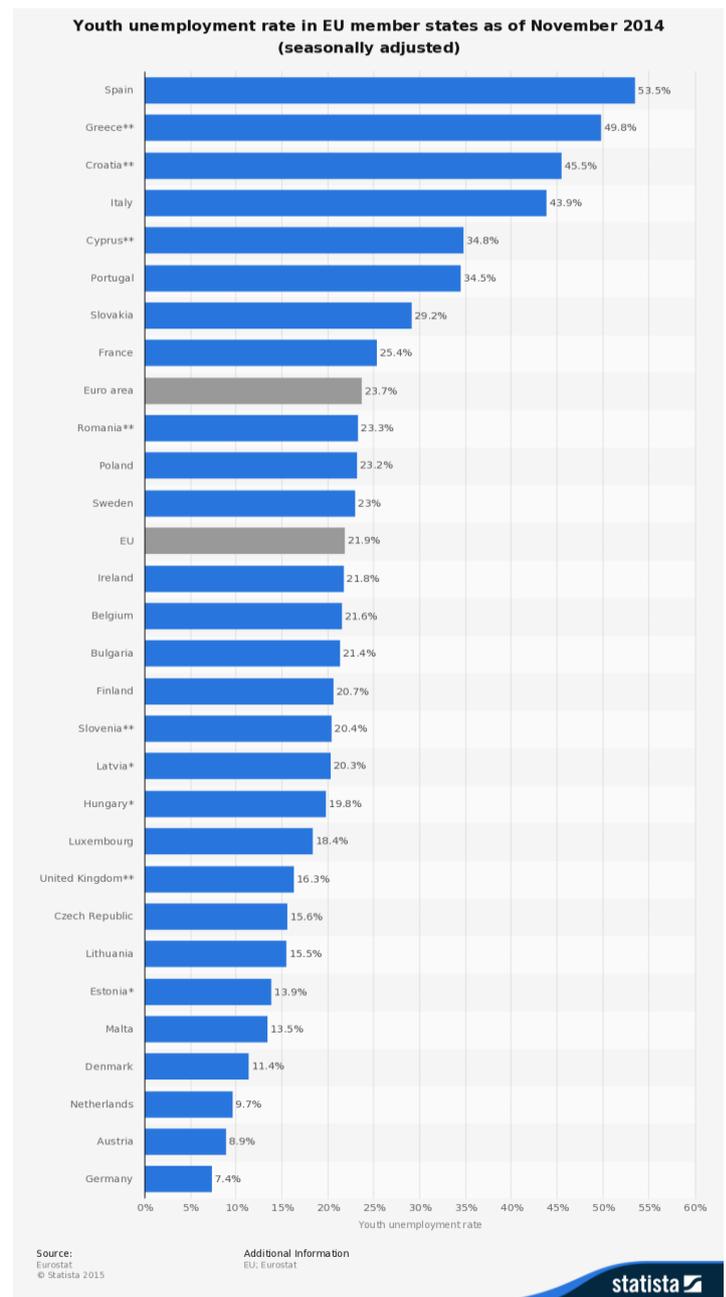
The statistic shows the seasonally adjusted youth unemployment rate in EU member states as of November 2014. The source defines youth unemployment as unemployment of those younger than 25 years. In November 2014, the seasonally adjusted youth unemployment rate in Spain was at 53.5 percent.

### Youth unemployment rate in EU member states

Unemployment is a crucial economic factor for a country; youth unemployment is often examined separately because it tends to be higher than unemployment in older age groups. It comprises the unemployment figures of a country's labor force aged 15 to 24 years old (i.e. the earliest point at which mandatory school education ends). Typically, teenagers and those in their twenties who are fresh out of education do not find jobs right away, especially if the country's economy is experiencing difficulties, as can be seen above. Additionally, it also tends to be higher in emerging markets than in industrialized nations. [Worldwide](#), youth unemployment figures have not changed significantly over the last decade, [nor are they expected to improve](#) in the next few years.

Youth unemployment is most prevalent in the [Middle East and North Africa](#), even though these regions report high unemployment figures regardless (Zimbabwe and Turkmenistan are among the [countries with the highest unemployment rates in the world](#), for example), and are also highly populated areas with a rather weak infrastructure, compared to industrialized regions.

In the European Union and the euro area, unemployment in general has been [on the rise](#) since 2008, which is due to the economic crisis which caused bankruptcy and financial trouble for many employers, and thus led to considerable job loss, less job offerings, and consequently, to a rise of the unemployment rate. Older workers are struggling to find new jobs despite their experience, and young graduates are struggling to find new jobs, because they have none. All in all, the [number of unemployed persons worldwide](#) is projected to rise, this is not down to the economic crisis alone, but also the industrial automation of processes previously performed by workers, as well as rising [population figures](#).



## WHY IS YOUTH UNEMPLOYMENT IN THE EU SO HIGH?

(<http://www.bridgingeurope.net/why-is-youth-unemployment-in-the-eu-so-high.html>)

According to the latest figures published by Eurostat, seasonally-adjusted unemployment in the EU28\* was 10.6 % in February 2014, while unemployment among young people, aged 15 to 24, was more than double – 22.9%. Although youth unemployment rates are in general much higher than unemployment rates for all ages, the number of jobless young people is disturbingly large, as in February 2014, 5.392 million young persons under the age of 25 in the EU were without a job. High youth unemployment rates reflect the difficulties faced by young people in finding jobs and in order to fight the problem it is important to understand what causes some many young people to be jobless.

Some reasons for the large number of unemployed people under the age of 25 are country-specific, having in mind the differences in employment policies, educational systems and economic performance among EU Member States, however there are factors contributing to the high youth unemployment rates which are present throughout the whole EU. One obvious reason for the large number of unemployed young people is the recent crisis which caused economic slowdown and tightening of the labour market. Young workers are more prone to fluctuations in the labour market, because they usually have lower job protection- most of them are employed on a temporary basis. Moreover, during a recession businesses tend to first stop hiring new staff and then laying off current employees, which limits the new positions available for young people entering the labour market.

**The lack of professional experience is a big obstacle that prevents young people from getting a job.** Having less job-related experience than adult workers makes youngsters more vulnerable when there are lay-offs and decreases their chances to be employed for newly opened positions. As a result, young people are most likely to be the last to be employed and in the same time the first to be laid off. This makes the transition from school to the labour market almost impossible.

**Moreover, there is a growing mismatch between the skills that young people have and the positions that are offered on the job market.** The low quality of education and the continuous expansion of the skill pool required for a job, leaves young people underqualified and without any work offerings. On the other hand, it is often the case that young people with higher education find it hard to find positions that suit their qualifications and skills, accepting work for which they are overqualified. The skill mismatch affects the job satisfactions and wages of workers and in the same time distresses the productivity of firms, while the qualification mismatch prevents countries from realizing the full potential of their labour force.

In order to cope with the problem of high youth unemployment the EU has already adopted initiatives like the Youth Guarantee and the Youth Employment Initiative which have for a goal to provide funding and encourage Member States to take action by making it easier for young people to find jobs and provide them with vocational training. Thus, making young *people* more *competitive* in the *labour market* and improving their chances of finding a job. Moreover, programmes such as Erasmus +, "Your first EURES Job", the European Alliance for Apprenticeships and the Quality Framework for Traineeships provide young adults with the opportunity to receive vocational training and to gain practical work experience at home or abroad. The EU policy makers should continue to search for solutions for the high youth unemployment. Young people are the future of Europe and they should be able to develop professionally and be an active part of Europe's workforce.

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Why is Youth Unemployment in the EU so high?

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### RELATED PROJECT

EU Elections 2014

\* The EU28 includes Belgium (BE), Bulgaria (BG), the Czech Republic (CZ), Denmark (DK), Germany (DE), Estonia (EE), Ireland (IE), Greece (EL), Spain (ES), France (FR), Croatia (HR), Italy (IT), Cyprus (CY), Latvia (LV), Lithuania (LT), Luxembourg (LU), Hungary (HU), Malta (MT), the Netherlands (NL), Austria (AT), Poland (PL), Portugal (PT), Romania (RO), Slovenia (SI), Slovakia (SK), Finland (FI), Sweden (SE) and the United Kingdom (UK).

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## YOUTH EMPLOYMENT

(<http://ec.europa.eu/social/main.jsp?catId=1036>)

The EU is working to reduce youth unemployment and to increase the youth employment rate in line with the [wider EU target](#) of achieving a 75% employment rate for the working-age population (20-64 years).

[Factsheet: Addressing youth unemployment in the EU](#)

### Key actions

- [Youth Employment Package](#) (2012) is the follow-up to the actions on youth laid out in the wider [Employment Package](#) and includes:
  - A proposal to EU countries to establish a [Youth Guarantee](#) – adopted by the Council in April 2013
  - A [social partner consultation on a quality framework for traineeships](#), followed by a [Commission proposal for a Council Recommendation](#) in December 2013 – [adopted by the Council in March 2014](#)
  - The [European Alliance for Apprenticeships](#) and ways to reduce obstacles to mobility for young people.
- Youth Employment Initiative (2013) reinforces and accelerates measures outlined in the Youth Employment Package. It aims to support particularly young people not in education, employment or training in regions with a youth unemployment rate above 25%.
- Communication: Working together for Europe's young people – A call to action on youth unemployment (2013) to accelerate the implementation of the Youth Guarantee and the investment in young people, and develop EU-level tools to help EU countries and firms recruit young people.
- Youth on the Move is a comprehensive package of policy initiatives on education and employment for young people in Europe
  - Youth Opportunities Initiative (2011) includes actions to drive down youth unemployment
  - Your first EURES Job aims to help young people to fill job vacancies throughout the EU.
- EU Skills Panorama is a EU-wide tool gathering information on skills needs, forecasting and developments in the labour market.
- Measures in the field of education and culture



## Why?

- Over **5 million young people** (under 25) were **unemployed in the EU-28 area** in the second quarter of 2014.
- This represents an **unemployment rate** of 21.7% (23.2% in the euro area). This is more than **twice as high** as the adult unemployment rate (9.0%).
- **7.5 million** young Europeans between 15 and 24 are **neither in employment, nor in education or training (NEETs)**.
- 12% of the 18-24 year old population are **early school leavers**.
- In the last four years, the overall **employment rates for young people fell three times as much as for adults**.
- The **gap between the countries with the highest and the lowest jobless rates** for young people is **extremely high**. There is a gap of nearly 50 percentage points between the EU country with the lowest rate of youth unemployment (Germany at 7.8% in July 2014) and with the EU country with the highest rate, Spain (53.8% in July 2014). Spain is followed by Greece (53.1% in May 2014), Italy (42.9%), Croatia (41.5%), Portugal (35.5%) and Cyprus (35.1% in June 2014).
- There are **significant skills mismatches** on Europe's labour market.
- Despite the crisis, there are over **2 million unfilled vacancies** in the EU.

## OUTCOMES

### PASSION IN ACTION

This is a list of short activities which participants in "Discover, Dream and Do 2" empowered their colleagues during the session "Passion in Action":

#### Meaning of life (Iva Bogdanova - Bulgaria)

##### Objectives:

To stimulate the participants to think about the meaning of life (made by mine point of view)

##### Description:

Participants are asked to answer and reflect on the questions:

- What comes to your mind when you think about an Eternity?
- If you are at a friend or relative's house for dinner and you find a hair in your salad, what would you do/think?
- Talk about a mistake that you've made more than once sometime in your life, that you regret.
- If you could change one thing about yourself, what would that be?
- If you could ask God one question right now, what would it be?

#### Improvisation (Maria-Alexandra Juca - Romania)

##### Objective:

- Make people reflect about themselves
- Increase spontaneity and creativity

##### Description:

The whole group is asked to stop talking and start walking around randomly, in a Brownian movement, thinking about themselves, about their inner power, their strength, and their passions. Then they are asked to stop three times for several seconds, after which they resume their walking:

- The first stop is done asking everyone to imagine they are a tree, with deep roots in the ground, so that nothing and no one can take them down.

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- The second stop is tapping in their inner instinct and imagines they are an animal and act it out (expressing it using their body language and facial expressions).
- The third stop is expressing an emotion/ a mood, that can be either what they feel in that moment or their most dominant emotion/ mood in their life.

The next step is to form a circle and create changing images. The first images they are suggested to start with is that of two people shaking hands, then one person leaves the image and another one is invited to join in and change the meaning of the first image created. All the time, with every image created, the people forming the surrounding circle are invited to express what the image means to them, or to find a possible interpretation to what they see.

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### Reading faces (Petya Nikolova – Bulgaria)

#### Objective:

Reading/trying to hide emotions

#### Description:

One volunteer stands in the circle. The others put their hands behind their neighbors backs. The facilitator puts a ball/an apple/ a banana or something else into someone's hand. The person in the middle then tries to read people's faces and guess who is got the object. The object moves from one person to another until the person in the middle guesses and then switches place with that one.

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### 7 min's to evacuate (Andrzej Kasperkiewicz – Poland)

#### Objective:

To show my passion and to interest somebody about first aid.

#### Description:

In introduction we discuss about evacuation from dangerous place.

Next the trainer presents the first evacuation style - Fireman Style and participants practicing this in pairs. After 2 minutes presentation of Woman Style and next two minutes of practicing. Important - make sure that participants are safety while practicing.

Summarizing knowledge and answering questions.

***Important - please don't use this workshop if you don't have enough knowledge and skills to lead the first aid training.***

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### The film (Fotini Michael – Cyprus)

#### Objective:

To encourage each other to have fun.

#### Description:

There were 6 people divided in pairs. Then they had to choose who is going to be the actor and who is going to be the director. The director had to help the actor to make his best depending on the sentences I read them.

Example: A child who cries and wants his mother.

When they were ready director had to start shooting. Then they changed roles.

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### About friendship (Denisa Sandru – Romania)

I decided to talk about what friendship means for me. I talked about the things that should exist in a friendship. I spoke about things you should do a good friend and the feelings we should have in a friendship. I pointed out the behavior that should have in order to be a good friend. I felt emotional and my passion in action was really touched by speech.

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## 15 Things (Iulia-Alexandra Cuc- Romania)

### Objective:

Increasing self-esteem, empowering and giving psychological wellness.

### Description:

A few days before getting into 3D2, I read an article about 15 things that we shouldn't explain to anyone ever, although we feel the need to do it because of outside pressure. It was a very interesting article that I thought I should share with the group because it was about being strong, independent, and self-sufficient. I presented the 15 points, some of them being: you don't have to explain to anyone why sometimes you feel the need to be lonely, you don't have to explain your political or religious beliefs or you don't have to explain your choices regarding marriage or relationships. It was an open discussion so anyone who felt the need to add something, contradict or agree, could freely express their opinion.

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## Yoga session – breathing technique (Marcela Rybová – Czech Republic)

### Objective:

Yoga brings peace, calmness and relaxation to our lives. It is possible to use the breathing technique anytime and anywhere so we can stop for a while during busy days.

### Description:

- short explanation of right posture of our body which is important anytime
- showing how to breath by the nose and using the part of the neck
- close the eyes and imagine how the breath is going through the body, it makes the breath deeper and longer

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## Let's salsa (Iulia Manda – Romania)

### Objective:

Develop new skills, energize, and release stress.

### Description:

Arrange people in lines and they should follow your steps. You are staying with the back, in front of them and explain the basic salsa steps 1 2 3 break 5 6 7 (1 right foot back, 2 - change weight from right foot to left, 3 - come back to the initial position, normal standing position, having the weight on the right foot; 5 start with left foot in front, 6 change weight from left to right and 7 go back to initial position)

After checking if people understood the basic steps, explain them the spinning and ask them to repeat after you including the basic steps. So, is basic steps 1 2 3, 5 6 7, 1 2 spin, basic steps.

Go between the lines and check and everyone understood right the steps and if not show them again individually and explain them again the steps.

As a final move show them how can they work in pairs and make a little choreography using just these 2 basic steps.

*It works better if you have a partner to show them the both sides, of a boy and a girl.*

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## Journey through your Heart (Dessy Baneva - Bulgaria)

**10 minutes guided meditation-visualization** - to open or close a session or module related to self discovery, values, beliefs, raising awareness for inner strengths, confidence

### Effects and influence:

- allows participants feel more connected to their true self, dreams and desires
- strengthens the feeling of inner guidance, wisdom and resourcefulness
- enlivens the sense for inner beauty, self love and self belief

Notes:

- choose time and space/environment to be appropriate for relaxation (use decoration, candles)
- use nice, gentle instrumental music of your own choice as background (no text, only melody)
- speak slowly, gently and clearly when reading or guiding



Sit down comfortably in the position that will allow you to spend the next 7-8 minutes without moving. Breathe in deeply and when breathing out - close your eyes. Continue breathing in and out slowly and deeply to release all discomfort or tension in the body. Move your attention to the space of the closed eyes. ...what is it like... is there anything that appears or feels like...now look at this space as if it is a big screen and project there a very special wish or dream that you have and want it to come true...let your imagination draw and show your wish on this screen...you see there something you like deeply from your heart...

Now move your awareness to your chest. Imagine there a spiral of shining golden light. It is circling in your chest and at this moment it gathers right around your heart ... and turns into a beautiful illuminated rose flower. Look at this rose... it is very beautiful...what is the color ... look at it gently and lovingly...smile at it...smell it's aroma...

Remember a very nice and happy event or moment from your life...look what happens with the rose when you feel joyful... now express your own words of love, gratitude and appreciation to the rose ... (pause for 10-15 sec) ... and feel the response answer of the rose ... (pause for 10 sec)

Your heart rose is a divine living being of love. See and feel how it's getting bigger and even more beautiful when you communicate with it ... at this moment call your wish or dream again... (pause for a few seconds)

Now imagine you start a magical journey through the blossom leaves of the rose. You dive into the rose ...and in a while you arrive, you see an amazing landscape in front of you...it might be in the universe, outer space, outside in the nature...or anywhere ...whatever the place...just be there and explore it... what's the place like ...how it makes you feel and what you want to do there...is there anybody else ...this place is your spiritual home... take your time at this special place and wander around without my voice for a while (allow 40-60 sec) ...

Right where you are now – feel, see or listen for the special message that comes to you to guide you ...when you get it...also send a message back – from you to the place...

Now you take the journey back through the heart rose leaves ... take a look at the rose and thank for the walk into the heart. Remember our space here and the people in the room...slowly start moving or stretching your body and when you are ready open your eyes...

## COMMUNITY EVENT

During the training on the 5-th day the participants had the chance to develop and deliver empowering workshops for local youth on the topic of personal development and employability. Divided in 4 groups, participants prepared 90 minutes. Here are descriptions of the workshops:

### WORKSHOP 1

#### Intercultural Empowerment

(Maria-Alexandra Juca, Iulia Manda, Antonín Teichmann, Iwona Samolak, Marilena Poli)

##### Aim:

- to empower
- to motivate
- to develop language, motivational and personal skills



##### Activities:

##### Names, countries, hobbies

##### Objective:

To introduce ourselves and get to know each other.

##### Description:

All stand in a circle. We present our countries, names and hobbies and ask the Bulgarian participants to say their names and hobbies.

##### Energy level

Ask the participants to measure their energy level on a scale from low to high on their bodies. The same activity will be performed at the end of the workshop as well.

##### Name tags

Everybody makes their name tags, using a tape and a marker. Everyone writes their name on the tape and afterwards puts it on a jacket, t-shirt... so it is well visible.

##### Finding info about the others

##### Objective:

To get to know each other better

##### Description:

Everyone receives a pen, and a piece of paper with a question on it. There are given 45 seconds. In which they need to find out the answer for as many people in the group as possible, by asking and them writing

the others name and answer on a sheet of paper. After time is up, they form a circle and use the answers to describe one person at a time. The one spoken about cannot talk, he or she just listens. More than the answer to the simple question, the others should also find possible interpretation of it so by the end, they all know more about each other.

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### A piece of cloth - icebreaker

#### Objective:

To energize and relax the participant

#### Description:

Participants are divided into two teams and asked to stand in two rows opposite each other, with the trainer in the middle. Each member of each team is given a random number and when the trainer calls a number, holding the piece of cloth, immediately, from both groups the participants have to run for the cloth. The person, who manages to get the cloth first, has to get back to his row without being touched by the second player. If he manages, his team gets a point. If he is so much as touched, the catcher's team gets a point. Winner is the team with more points.

Material: a piece of cloth

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### Basic words in different languages

#### Objective:

To learn basic words from languages of the participants and trainers.

#### Description:

Knowledge about the words *Hello* and *Thank you* in different languages. Greek, Romanian, Czech, Polish, Bulgarian.

Participants repeated this word and added translated words in Bulgarian.

Material: papers with all the words in the languages, to be immediately put on a flipchart when introduced.

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### Activity on general intercultural awareness

#### Objective:

To increase tolerance and acceptance and raise awareness of the fact that even groups of similar people (e.g. same nationality and age) can have very different ideas and points of views.

#### Description:

Four words are introduced: Different, Weird, Original, Normal. They are written on a piece of paper and put in different corners of the room. Then, the trainer reads a statement and participants decide whether they find such statement / person saying such a statement different, weird, original or normal. They go to specific corner of the room to demonstrate their decision. Discussion follows, where the trainer asks one or two persons from each group for the reasons they decided this way. Then, next statement is said and the whole thing is repeated. 3 to 5 statements should be played.

Suggested statements: My father works in Facebook; I don't have Facebook account; I don't have any cell phone; I am a vegan; I have a Gypsy friend; Etc.

At the end, the objective of the game can be discussed with the participants.

Material: 4 papers with the answers, prepared statements

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## The Rope game

### Objective:

Developing team work. Working on motivation and empowerment. Discovering the informal leaders of the group. Giving an energy boost to the group.

### Description:

Everyone stands in a circle, holding hands. The participants are given two ropes. We ask the participants to try to pass the rope to another part of the circle, without talking and without leaving hands. We measure the time needed for fulfilling their task.

Afterwards, we ask the participants to guess the time they needed. Then they are said the real time and asked, if they can do it faster. Answer: of course we can! The participants are given 30 seconds to discuss the strategy. We ask them to think about new time they want to achieve and let them try again.

If the participants release the hands, or talk, they have to start from the beginning.

The whole cycle is repeated three times. Better and better time should be achieved.

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## Hypnosis

### Objective:

A session focusing on the empowerment, relaxation and motivation of the participants.

### Description:

Participants sit in a circle. Background music is played. A trainer starts to talk in a low, relaxing voice:

*Please, close your eyes. Welcome on a journey. Ignore all the sounds around you except of my voice. The sounds you hear make you relax. Focus on your breath. How smoothly it goes in and out. Take a deep breathing and then exhale. Another deep breath in and out. Try to continue. Focus on your breath and relax. Take a deep breath in. Nothing matters now. No worries, no thoughts, relax. Go deeper and deeper in the hypnosis. I'll count from ten to one and each number I say, you sink deeper and deeper. 10, ..., 7: relax, let go. 5 .. 2: you are almost there. Now, you are in a beautiful valley. The sun is warm. And you are comfortable. And relax as never before. There are flowers with strong colors. Yellow, purple, red and blue. In walk feeling of happiness and satisfaction. Take a moment to realize, the value of this moment. How important your life at this very moment is. You are unique and deeply relaxed. Now imagine that you are in front of a white huge rock. Take a moment to think of yourself. In your hands, there is a pen. Go on now. Write in the rock positive things about yourself. Write talented, patient, helpful, happy, confident, energetic, radiant, and vibrant if you want. Look at the words you wrote there. This is who you are now. This moment is the one that changes your life forever. Now is the time to come back slowly. You are doing better than before, enjoying everything you do. Now you are in control of your thoughts and actions. The thoughts are leaving your mind, influence all your tomorrows. Choose them carefully. How you feel influenced this all the people around you? Focus in positive thoughts. Now, focus on your breath and relax as I count from 10 to 1. You'll come back refreshed, relaxed and deeply happy. 10 .. 1. Shake your hands, open your eyes, welcome back.*

Afterwards, a reflection is performed.

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## Personal reflection

### Objective:

To do personal reflection about participant's competences, skills, and strengths. To increase participants' motivation and self-assessment.

**Description:**

The first step is about participants competences. They have to write ten competences they feel they are the best in. The second step is to order the competences from 1 to 10, from most to least important. The third step is reflection about the top three competences.

At the end, participants are asked to use these three competences in next activities.

Materials: papers, pens, background music.

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**A commercial****Objective:**

To develop creativity, forming a commercial from a given object by working in a team.

**Description:**

The participants are divided into groups and asked to create a commercial for a given object (that can also be an object of their choice) encouraged to use their skills and competences they feel suitable for this activity. There are given ten minutes to prepare the commercial, and then up to 2 minutes to present it. They are encouraged to be as convincing as possible, expressing the possible uses of the object. In the end, the jury will deliberate and decide the “winning” group.

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**Reflection****Objectives:**

Make people reflect on the workshop and let people process the skills and information they have learned.

**Description:**

Standard reflection following the Kolb’s cycle, reflecting the whole workshop.

We made papers with five questions, to show them to the participants, one by one. The participants were asked to write down the answers (in English or mother language) just for themselves and to share only if they feel like sharing.

Suggested questions:

- How do you feel?
- How was your engagement in the workshop?
- What have you learned?
- How can you use this experience in future?
- What are you proud of?

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**Feedback**

The participants were given blank papers and asked to think of feedback for us, positive or negatives and to anonymously put it to given place.

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**The pizza energizer****Objective:**

To energize participants and let them leave the workshop in a good and energized mood.

**Description:**

Everyone stands in a circle, and turns right. Everyone gives the person in front of them a massage based on instructions of making a pizza. (e.g. put cheese – one massage style, to put olives – another massage style).

## WORKSHOP 2

(Georgiana Bighescu, Agnieszka Waszak, Patrik Zielinski, Javier Esteban Cabanillas, Desislava Baneva)

### **Aim:**

Empower, motivate and develop competences.

### **Objectives:**

- To highlight the importance of cooperative attitude.
- To raise understanding of the influence of communication challenges in the process of interdependency.
- To raise awareness about specific roles and responsibilities for the achievement of a common goal.
- To promote creativity as a way to include team members talents in achieving the goal



### **Design Structure**

- Small introduction about the name of the participants.
- Name games and ice breakers.
- Activities related with cooperation and communication.
- Reflection process.
- Activities related with empower the creativity.
- Empowering speeches for the participants
- Final reflection

### **Activities:**

#### **Names**

Small introduction about the name of the participants.

#### **The shooter**

The participants are standing in a circle. One person, the shooter, is in the middle and “shoots” one of the participants. This one is falling down and, in that moment, the people on the sides “shoot” one each other, saying their names. The last one saying the name of the partner is “dead” and should leave the circle.

#### **Basket fruit**

The participants are standing in a circle and are saying their names. The facilitator is standing in the middle of the circle and explaining the development of the game. When he points one person, he will say the name of a fruit ( orange- saying the name of the partner who is in right; lemon- saying the name of the partner who is in left; apple- saying their own name and tutti frutti- changing their places). If someone is doing a mistake, should leave the circle.

#### **The rope**

All the participants are standing in a circle and must to hold one big rope in their hands. The facilitator is saying: „ Create a.... ( square, circle, house, chair, letters, numbers, other more complicate things)” and the participants must to create these shapes, without leaving the rope and respecting the time limit. If anyone let the rope from their hands, they must to start again. After that, the participants are sharing their impression, what they could improve and what they are satisfied with.

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## The bridge

### Preparation:

We divide the big group in two teams and we give them written instructions and a visual map of the communication process flow. We explain the rules and give them 5' to decide the roles. To decide the place for a meeting point and two more working places for each team. From the working place, the teams should not be able to see each other or the meeting point. Give each team different materials to achieve the goal.

### Teams Instructions:

You are the citizens of a town and you need to build a bridge to connect your town with the neighboring town. You should build half and the neighbors will build the other half. Both parts of the bridge should connect and be as similar as possible. The first step is to choose the roles of the team members in the process. For each team you will need 1 major, 1 messenger and the rest will be builders. The majors can communicate between them and they will be able to transmit instructions to the messengers. The messengers will be the join between the majors and the builders and transmit the instructions. The communication between the majors and the builders is not allowed.

### Final phase:

We join the two groups to check the results. According to the results we establish a process of reflection on the different aspects that we wanted emphasize about the activity. Teamwork, communication, roles, capacity to follow instructions, etc

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## Reflection

The reflection process is realized at first, in those two groups, with a set of helpful questions. (How did you feel?, With what are you satisfied?, What were your strengths?, What could you do better, could improve?). The participants are answering to those questions, discussing in their groups. After that, those two groups are coming together and there is taken place a big reflection, around the same questions. The participants can share their other thoughts.

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## Story cubes

The participants are standing all together and they receive a cube with six images. They have a minute and a half to choose an image and create a little story with that image. After that, the facilitator is writing down all the stories, while they are sharing their stories. So, after sharing stories, facilitator is creating a story with all those little stories. And he is sharing the story and asking the participants for impressions, feelings.

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## Empowerment speech

Speeches from the facilitators to empower them highlighting their strengths

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## Evaluation

Each participant have to define the session in 2 words.

## WORKSHOP 3

### Teambuilding – “Be together as one”

(Iva Bogdanova, Marcela Rybova, Piotr Kawa, Eliza Zieja and Iulia Alexandra Cuc)

#### Order of activities:

- Introduction
- Name game
- Energizer
- Causes and solutions
- Magnificent stick
- Chocolate game
- Win, lose or draw
- Reflection
- Feedback

#### Activities:



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#### **Introduction:**

##### Objective:

Info about the project, introduce the participants

##### Description:

Presenting the project, everybody says the name, age and from which country or city is (can be included some words about their interests and what they do).

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#### **Name game:**

##### Objective:

To learn the names of the participants

##### Description:

In circle, one by one, everybody says their name and does a movement, the next person has to repeat the name and the movement to everyone who has already passed and to tell their name and make their movement. The last person has to say all the names and make all the movements.

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#### **Energizer:**

##### Objective:

Search together for a strategy which will help them for reaching the goal

##### Description:

In circle people throw a ball to each other and they have to pass it 20 times without dropping it – no verbal communication. After they reach this goal, they have the same task, but with passing 30 times and with 2 balls, if they can't do it they can have 20 seconds to discuss how they can reach the goal (to improve and come up with a strategy on how to succeed). The third level is with 3 balls and they have to pass it 40 times without dropping it. (It can be modeled depending on how many people are parts of it.)

## Causes and solutions – topic ‘The problems of the educational system’

### Objective:

To create presentation as a team, find solutions for the problems which they see, to learn to discuss openly about a specific topic and encourage them to talk about their ideas, problems, feelings, they will do some public speaking etc.

### Description:

Discuss the problems of education in participants’ countries. Write them on a paper. Divide the participants into 2 groups. First group has time to think about the causes of the problems we have and the second group is preparing solutions for these problems. Each of the groups receives a big piece of paper and pens, crayons, and markers. They have 15 minutes to do it. The participants of each group can present their ideas. After that, there is an open discussion about their opinions and if somebody can add something on the subjects.



## Magnificent stick

### Objective:

Cooperating, listening in order to find a way of achieving the goal, learn how to respect rules.

### Description:

Prepare a light stick from plastic or paper around 2m long. They have to make two lines with only the point fingers straight ahead. Place the paper stick on the top of the line of fingers. The goal is that they manage to move down the stick by keeping the fingers touched to it all the time. It could be nice if you try to think about a short story witch could be connected to the meaning of the stick (making connection between two cities)

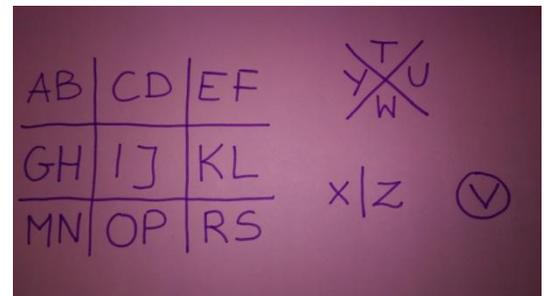
## Chocolate game

### Objective:

To give positive messages to someone else – to empower the people around

### Description:

After learning the Chocolate code, the participants had to write a positive message which after that was given to another participant randomly. After everyone receives their message, they have to share it with the rest.



## Win, lose or draw

### Objectives:

To develop creativity, leadership, flexibility, teamwork and visualization

### Description:

Materials Needed – You need paper, pen, and a flipchart/whiteboard. Think of items that fit into certain categories. These can be generic or specific to the team. For example, generic categories include food items, places of interest, idioms. Team-specific categories include school and students for teachers. Split the group into 2 teams.

Description: Each team takes turns to play. The team that is playing will nominate an artist, who will draw a “list” of items to draw. The only hint to his teammates will be the category name. They then have 1-3 minutes to draw the items on that list, without writing nor speaking. Switch around to another team after the time limit. Swap artists with each round, and repeat for 4-5 rounds.

Collate the final results to find the winning team.

## Reflection

### Objective:

Openly share feelings, opinions; think about the education in their country

### Description:

After all the activities, the participants were asked a series of questions regarding what happened. The questions were about enjoying the workshop, what they think about kind of education, if they think they have learned something new in the workshop.

## Feedback

### Objective:

Improve the activities of the workshop and get new ideas. The participants could give their opinions freely

### Description:

The participants had the chance to write their opinions about the workshop, the positive and negative sides, what should be improved. They were each given a piece of paper and the answers were anonymous.

## WORKSHOP 4

### PossiblYOUTH

(Kateřina Slabá, Andrzej Kasperkiewicz, Petya Nikolova, Fotini Michael, Denisa Camelia Sandru)

### Aim:

To increase a possibilities of youth

### Preparation & materials:

Flipcharts, pens/markers, post it in different colours, slack line, two trees, scarf or blindfold, some knowledge about Youth Exchange KA1 Erasmus +



### Activities:

#### **Name game to know each other:**

We started with an energizing exercise. In this exercise we learn four new ways of greeting people. First is called FISHERMAN. By practicing this greeting you slap each other inner arm. The second one is named WOOD CUTTER. Here every pair will move its hand back and forward. CRAZY WOMAN greeting is the funniest. You have to raise your hands and scream out. Finally, COOL GUYS greeting. It consists in shaking hand with your partner, approach shoulders and rise one of your foot. There are some rules:

- for every greeting you have to change the person.
- when we randomly repeat all these greetings, each person has to run to the person that first did the greeting.

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## Wool ball sharing

For this game we used a wool ball. We started throwing the ball by saying our names and in the same time we unrolled the ball holding it - we create a web between us. When we finished saying our names, we started from the person, who has the ball to share one thing that each of us likes to do. In all this time we rolled the wool ball back.

So, at the end everybody knew each other names and a passion.

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## Slack line walk

Each participant has to walk on a slack-line, while he/she is blindfolded. The others form 2 lines beside the slack-line and support the blind person with their hands up.

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## Hobbies

There is a sun on a paper with the word "hobbies" inside and each student has to write their hobbies on a paper stick and post it to the paper. Then we divided their hobbies to groups (for example reading book and writing in the same group.) Later they created two groups (it can be more, depends on the amount of participants) with similar hobbies.

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## Writing project session

The aim of both groups is to write down an international youth exchange proposal. First you need to write on the flipchart sheet basic information about Youth Exchange under Erasmus + Programme and shortly explain it for the group (You could don't told them that this is possible to do, and getting founding from European Union - you can do it as a surprise on the end of activity). After short description you give them a flipchart to fill. They need to think about few things and next write it down in correct gaps. For example: Title of the project, Duration, Number of participants, Participated countries, Aim and objectives, Short schedule for exchange, Special needs, Costs of project. For this group work you can give them 20-30 minutes. Please notice to been there with them to motivate and support participants. After work they need to present what they draw, and what was the idea of the project. The main thing is to show them that most of these projects are possible to do in Erasmus plus Programme. You can say something more about this programme and propose them a help in writing their own project in the future.

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## Reflection session

They were writing their answers on a paper and if they wanted they could say it out loud to others.

We asked these questions:

Why were we doing this?

How was it?

What have you learned?

How can you use this experience in future?

Do you think it is possible to create your own project?



Erasmus+



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DO  
DREAM  
DISCOVER

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**“You can't leave footprints in the sands of time if you're sitting on your butt.  
And who wants to leave buttprints in the sands of time?”**

*Jo Ryan*

### **The child-driven education**

[http://www.ted.com/talks/sugata\\_mitra\\_the\\_child\\_driven\\_education](http://www.ted.com/talks/sugata_mitra_the_child_driven_education)

### **RECOMMENDATIONS:**



### **I got 99 problems... palsy is just one**

[http://www.ted.com/talks/maysoon\\_zayid\\_i\\_got\\_99\\_problems\\_palsy\\_is\\_just\\_one](http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one)

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Ognian Gadularov

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