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# GIVE a chance

TRAINING MANUAL FOR MENTORSHIP  
PROGRAMME



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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 mentorship process from start to end to implement the activities within the project activities. 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 Alcala la Real, Spain; in Agdz, Morocco and Gaziantep Turkey. The manual offers the content of the non-formal education activities to be implemented within the mentorship training programme. 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 Mentorship Programme*
- *Documentation to be Used in the mentoring process for the participants*
- *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 mentors to make them support the project of participants to initiate their social entrepreneurship ideas in their own communities. The manual provides detailed information of the mentorship training and gives a roadmap for the trainer teams responsible of implementation of the activity.

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<sup>1</sup>, **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<sup>2</sup>; 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.

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

<sup>2</sup> 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](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 :

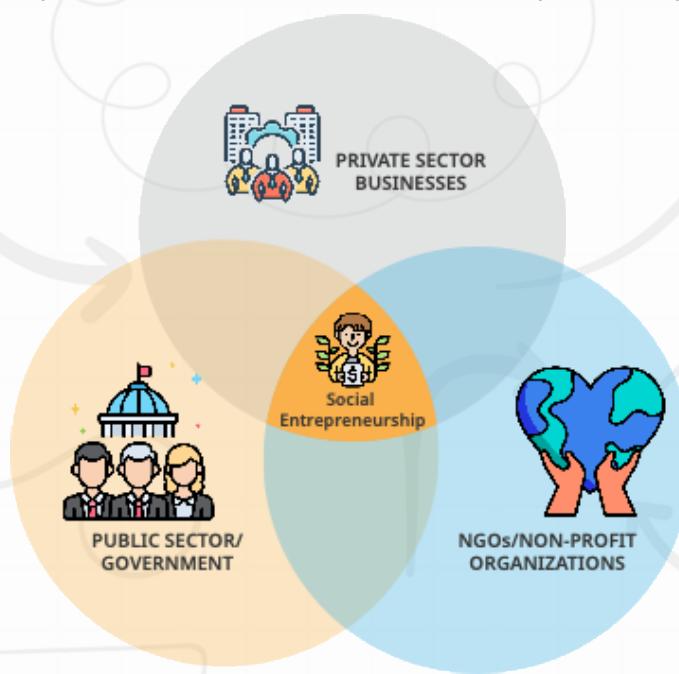
- Identification of the social causes in the communities
- Identification the opportunity to tackle with the social cause
- Developing a strategy to create a social change through norm change or economical change

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<sup>3</sup>. 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<sup>4</sup>.** 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<sup>4</sup> 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<sup>5</sup>, 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.

<sup>3</sup> 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>

<sup>4</sup> Mair, J., Battilana, J. & Cardenas, J. Organizing for Society: A Typology of Social Entrepreneurizing Models. *J Bus Ethics* 111, 353-373 (2012). <https://doi.org/10.1007/s10551-012-1414-3>

<sup>5</sup> Hayes, A. (2024, May 31). Social entrepreneur: Definition and Examples. Retrieved from <https://www.investopedia.com/terms/s/social-entrepreneur.asp>

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

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

Let's clearly divide the differences between the **entrepreneur and social entrepreneur more**, before continuing case studies and examples for you to inspire from the worldwide scenery. 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.**

	<b>Entrepreneur</b>	<b>Social Entrepreneur</b>
<b>Objective</b>	Build a sustainable business	Build a sustainable and socially impactful business
<b>Motive</b>	Financially driven	Mission-driven
<b>Focus</b>	Individual consumers	Social groups
<b>Link to Social Issues</b>	Indirect	Direct
<b>Competition/Collaboration</b>	Competitive with related businesses	Collaborative with related businesses
<b>Success</b>	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<sup>6</sup> 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.

<sup>6</sup> 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 initiative 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](http://butterflybooks.co.uk)
- **Instagram / FB :** @butterflybooks

**Relation with Give a Chance Programme :** As it is focusing on the gender stereotypes 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 possess the skills to engage in employment such as refugees. Therefore, the systematic approach to these issues can both create jobs resolving the issues derived from unemployment such as poverty, while addressing the issues such as lack of infrastructure for waste management in a city such as Beirut.

### **Ladakhi Women's Travel Company**

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

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

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

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

Beyond its focus on women's empowerment and eco-friendly trekking, the company is deeply invested in preserving Ladakhi culture. The guides employed by Ladakhi Women's Travel Company are not only skilled trekkers but also cultural ambassadors who are knowledgeable

about the history, traditions, and landscapes of the region. They are eager to share stories and insights about Ladakh's rich heritage with travelers, offering them an opportunity to experience the region in a way that goes beyond the typical tourist experience. By staying in local homes, trekkers are able to observe and participate in traditional Ladakhi activities, such as working in the fields or assisting with daily household chores, providing a rare glimpse into the rural way of life that is often inaccessible to outsiders.

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

**Webpage :** <https://www.ladakhiwomenstravel.com>

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

#### **Hello Tractor**

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

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

Beyond increasing agricultural productivity, Hello Tractor has significant social and economic impact. It helps create economic opportunities for both farmers and tractor owners, contributes to food security, and empowers women farmers by providing them with access to mechanization. The initiative also promotes climate resilience by enabling timely and efficient farming practices. With partnerships from organizations like John Deere and USAID, Hello Tractor has expanded

across multiple African countries, demonstrating how technology can effectively address social challenges and transform the agricultural sector.

**Webpage :** <https://hellotractor.com>

**Relation with Give a Chance Programme :** After tourism, agriculture is the second main sector in the South Eastern regions of Turkey, South Spain and all Morocco and Tunisia. 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 initiation 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 participants 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 initiative engages in glocalization, it must invest time and resources into understanding the local context. This can involve:

- Conducting **needs-assessment** 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, Tunisia; 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 an 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 beneficiaries 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 professionals 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.**

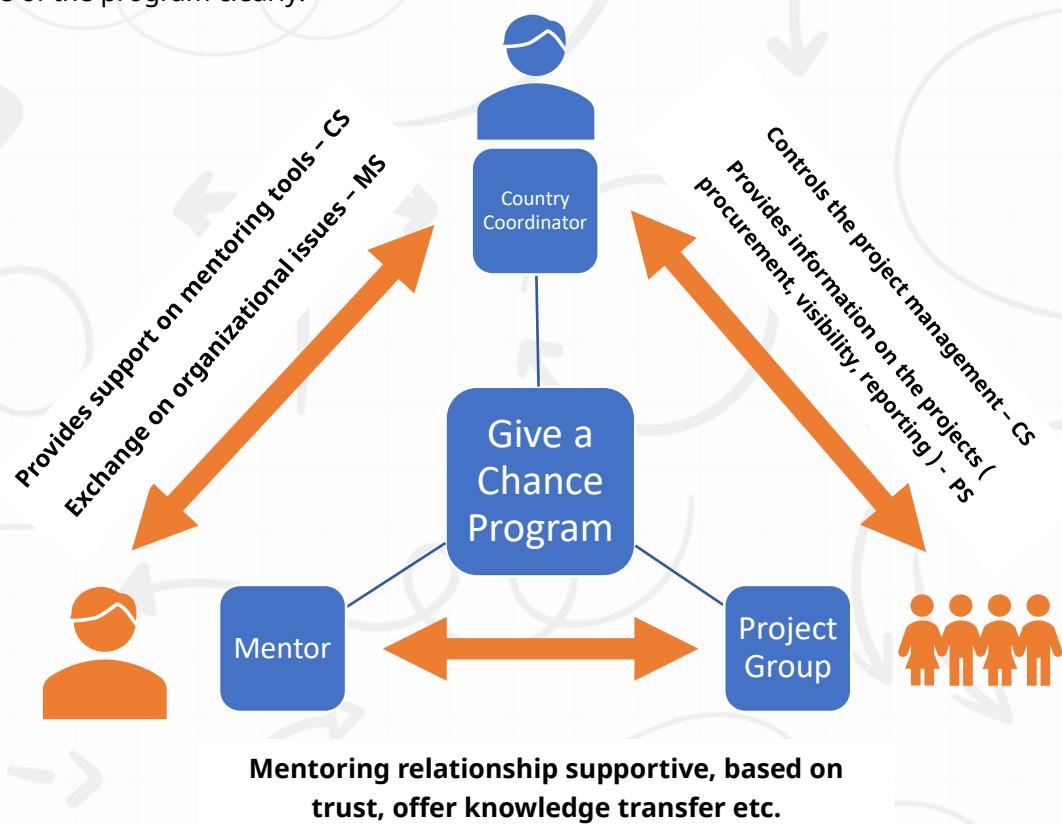
Similarly, the **environmental movement** has been glocalized in different regions. In developed countries, environmental activism may focus on reducing carbon emissions and promoting renewable energy, while in developing countries, it may center on issues like deforestation, land rights for indigenous 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 Tunisia 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.



**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 entrepreneurship. 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 delivered 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. There are 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 implementation 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.

## WHAT IS MENTORING IN GIVE A CHANCE PROGRAMME?

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

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

### Structure of the mentoring program

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



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

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

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

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

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

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

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

### **What does mentoring mean?**

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

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

**OR**

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

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

**OR**

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

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

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

**Mentoring** is a tool for personal and professional development with a bigger benefit on the mentee side and depending on the how much your involvement as mentor would be to the

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

<ul style="list-style-type: none"> <li>- <i>facilitator</i></li> <li>- <i>counsellor</i></li> <li>- <i>listener</i></li> <li>- <i>energizer</i></li> <li>- <i>sounding board</i></li> <li>- <i>protector</i></li> <li>- <i>role model</i></li> <li>- <i>expert</i></li> <li>- <i>challenger</i></li> <li>- <i>friend</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>critic</i></li> <li>- <i>catalyst</i></li> <li>- <i>stimulator</i></li> <li>- <i>advisor</i></li> <li>- <i>time manager</i></li> <li>- <i>coach/guide</i></li> <li>- <i>door opener</i></li> <li>- <i>problem solver</i></li> <li>- <i>goal setter</i></li> <li>- <i>teacher</i></li> </ul>
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**You as mentor** must decide your mentorship style by yourself within agreement with the groups that you involve with. During this stage, you must ask your project groups : *"What kind of support do you need?"*. It can be whether a friend to rely on or an advisor to ask every step of the way of their projects or a time manager to keep the project groups follow on the milestones that they have defined within their projects.

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

### Outcomes for Mentors, Project Groups and Organizations of Mentoring

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

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

#### Outcomes for the mentor :

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



### **Outcomes for the Project Groups:**

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



### **Outcomes for the organizations :**

- Future human resources from mentor / mentee sides
- Developed capacity
- Sharing a corporate culture
- Increased ability to work within teams and cooperation
- Increased productivity through the task delegation
- Transfer of knowledge from mentees and mentors



These outcomes are defined as the general outcomes, though during the implementation of the project activities, the mentors, mentees as well as the organisation gain new competences, skills and social capital through the connections that are made.

### **Tasks and responsibilities of mentor**

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

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

- **Communication :** You have a duty to start and steer the whole communication with the project groups. That means you are leading them to find an agreement with dates, the time frame, the needs of their projects and setting tasks and learning goals for them. You as a mentor responsible of the process ongoing and keeping in contact with them.
- **Goal Setting :** Your role as a mentor to observe the activities of the project groups and making them set concrete and achievable goals through the course of their projects. However, keep in mind that as mentor, you are not responsible of implementing the activities or searching actively for funds for them. The project groups as your mentees are

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

- **Challenges & Issues :** During the course of their projects, the project teams will meet with challenges and issues and your task is to give support and help them to overcome these challenges by guiding them to the path that is required. For example, they are stacked to find a resources to implement their activity and it can be acquired easily with the connections you have, you point them to the direction where they can obtain these resources.
- **Offering knowledge, competence, ideas :** The project groups sometimes are way ambitious to implement their projects and even though, they are not aware that they cannot achieve these goals during the process. However, your knowledge might help them to get over the stones on their road to achieve and go to the next stage. In here, your task is to act as a resource person when it comes to knowledge, competences or ideas.
- **Offering network :** You as mentor have relevant experiences and a network of contacts that can support the project groups during their projects.
- **Giving Advice :** Your role as mentor to give advice and find solutions or better direct the project groups to find the solution by themselves. However, you should not forget, the final decision is always up to them when it comes to their projects. If they are going to fail, you can inform the coordination team to intervene but you should not discourage them to take bold steps.
- **Motivating the project groups :** Your task is to motivate the project groups through the implementation of their activities in difficult and frustrating situations. They will face obstacles, challenges and issues through the cycle of their projects. In this process, you have to keep an eye to tackle with these issues and put them on the right track and motivate them that they can achieve their goals.
- **Reality Check :** As we have explained in mentoring and kick-off training the participants SMART Model. You have to keep their projects in line with SMART model. They should not divert and have unrealistic goals when it comes to the numbers of target groups, the timeframes or deadlines in their projects.
- **Keeping the participants in the right track :** You as mentor should keep an eye on the content and goals of the project groups activities. They should not divert from the goal of solving issues in their local communities and do not change the content of their projects that they have developed during the training.
- **Acting as mediator for the project team :** The risk of conflict in the team is always persistent when we plan, implement a project even an on-off event. Your role as a mentor to tackle with this challenge in case that the project team members have conflict between each other and act as mediator to solve these conflicts between each other.

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

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

Formal	Informal
<ul style="list-style-type: none"> <li>• through setting and reminding goals</li> <li>• setting a formal and methodological structure of the process</li> <li>• setting and reminding deadlines</li> <li>• keeping the results</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship in emotional level</li> <li>• Putting pressure sometimes</li> <li>• Acting as a friend or a role model</li> <li>• Motivating and energizing</li> <li>• Trying not to disappoint the mentee</li> </ul>

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

### Tasks and responsibilities of project groups

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

- **Implementation of the project** : Each project group is responsible of the implementation of their own project. They should internalise their roles as sole responsible of their own projects and follow it through. They are fully responsible of the overall process and your role is not implementing the project with them, but giving advice and providing assistance in their project implementation journey.
- **Financial Management** : Each project group is responsible of financial management of their own project. During this process, your role as mentor is to decide whether they can request payment from Give a Chance Programme or not and they should use the virtual module throughout the overall process for the implementation of their projects for procurements, for reimbursements and reporting.
- **Providing reports** : Each project groups should provide 2 reports ( interim and final ) concerning their projects in English. They are responsible of the development of their reports and mentors should check prior to the submission of their reports in the virtual module.
- **Developing visibility & communication materials** : Project groups are required to develop their own visibility and communication materials for their own projects. Your role might provide them with necessary skills as mentor and help them to learn these skills though,

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

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

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

### Conditions of mentoring

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

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



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

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

## Phases of mentoring

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

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



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

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

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

**2) Development and Analysis :** This phase was implemented in the Kick-Off of Give a Chance Programme in Morocco which helped the project teams to develop their activities, ideas with their respective mentors. During this process, they have underlined the overall process of the mentoring as well as the implementation of the project activities. The process helped the participants and mentors to develop :

- a. Concrete project plan and understanding the situation**
- b. Analysing the difficulties**
- c. Needs of project groups on mentoring**
- d. Providing suggestions and fine-tuning projects**
- e. Giving recommendations to the project groups**

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

**3) Performance & Intervention :** The process of project implementation starts with this phase where it is the “hot” phase for the project groups. Mentors supports the participants during the implementation of their projects. In this process, the project groups are responsible for the implementation of their projects while mentor keeps the project teams engaged through their process. In this phase as mentor, the following questions should be asked for reflection :

- a. How will this mentorship suit my specific needs for performance and independent action?**
- b. From the perspective of the mentor: To what extent are intervention and active involvement useful and needed?**

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

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

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

## MENTORING PROGRAMME TRAINING METHODOLOGY

Mentoring programme was developed to address the capacity building of the youth workers and individuals with experiences on social entrepreneurship to work with young people to implement their projects. The aim of the training was to provide information to the mentors and coordinate the overall action throughout the implementation period of the project. The mentoring programme training methodology is explained below session by session implemented by the trainers in Spain during the implementation of the activities.

The mentorship training programme aimed to increase the knowledge of youth workers and young people involved in the training activities concerning to the activities within the program. In addition to that, as trainer team you should provide guidance to the mentors on the usage of the documentation provided in the annexes of this methodology.

The training programme targeted both groups mentors and coordinators to ensure that they can provide support between each other and have a communication channel and developed strategies together to implement the activities throughout the project implementation period.



**Before continuing with the method implementation, we suggest you to read the “Handbook for Mentors for Give a Chance Programme” to give you a detailed information on the implementation of the program as well as the tools developed within mentorship programme to ensure that you can transmit the knowledge to the mentors through this activity.**

### Warm Welcome & Program Introduction

**Theme:** Introduction, Program Overview, Group Dynamics

**Complexity:** 1

**Group Size:** 10+ people

**Time:** 30 minutes

#### Short Description about the Method:

This activity is designed to warmly welcome participants and introduce the mentorship training program. It aims to create a positive and inclusive atmosphere, setting the stage for the training sessions to follow.

#### Materials:

- Projector and presentation screen
- Presentation slides
- Printed agenda of the program
- Name tags for participants

#### Preparation:

- You have to ensure all necessary materials and equipment are ready and functioning before the session.
- You should also Arrange seating in a semi-circle or U-shape to facilitate interaction.

- And do not forget to prepare a brief welcome speech and program introduction.

#### **Instructions:**

##### 1. Welcome Speech:

- Facilitator should deliver a warm welcome, introducing themselves and the program.
- He/she has also to emphasize the importance of mentorship and the benefits of the training program.

##### 2. Program Introduction:

- Present a structured overview of the program, highlighting its goals, opportunities, and expected outcomes.
- Use engaging visuals and real-life examples to illustrate key points.

##### 3. Icebreaker Activity:

- Conduct a short introduction game such as "*Say My Nick Name*" where participants share a fun fact about themselves along with their nickname.
- Encourage participants to mingle and get to know each other

#### Debriefing and Evaluation:

- Facilitator asks participants to share their initial impressions and expectations from the program.
- Discuss any immediate questions or concerns participants may have.
- Emphasize the importance of active participation and open communication throughout the training.

#### **Tips for Facilitators:**

- Maintain an enthusiastic tone throughout to keep energy levels high.
- Use humor appropriately to create a relaxed atmosphere.
- Be attentive to non-verbal cues from participants indicating confusion or interest.
- Encourage open dialogue and ask each participant for their views to foster inclusivity.

## Method Structure: Getting to Know Each Other

**Name of the Method:** Human Bingo: Networking and Connection

**Theme:** Team Building, Networking, Icebreaker

**Complexity:** 1

**Group Size:** 10+ people

**Time:** 20 minutes

### Short Description about the Method:

This activity is designed to help participants get to know each other in a fun and interactive way. By using a bingo format, participants are encouraged to mingle and find common interests or experiences, fostering a sense of community and connection.

### Materials:

- Bingo cards with different traits, interests, or experiences (e.g., "has traveled to another country," "speaks more than one language," etc.)
- Markers or pens for each participant

### Preparation:

- You have to prepare bingo cards with a variety of traits, interests, or experiences.
- You have to ensure each participant has a marker or pen.
- Then briefly explain the activity and its objectives.

### Instructions:

#### 1. Distribute Bingo Cards:

- Give each participant a bingo card and a marker.
- Explain the rules and objectives of the game.

#### 2. Mingle and Find Matches:

- Participants mingle and ask each other questions to find someone who fits each of the descriptions on the bingo card.
- When a match is found, the participant gets the person to sign the corresponding square.

#### 3. Complete the Card:

- Participants aim to fill out their entire bingo card by finding matches for each description.
- Encourage participants to introduce themselves and share a bit about why they fit the description.

### Debriefing and Evaluation:

- You as a Facilitator ask participants to share one interesting thing they learned about someone else during the activity.

- Then discuss how this activity helped participants feel more connected and comfortable with each other.
- After that, you have to emphasize the importance of building relationships and networking in mentorship.

#### **Tips for Facilitators:**

- Encourage active participation by setting a time limit and challenging participants to fill out their entire card.
- Circulate around the room to assist and facilitate interactions.
- Use this activity as a foundation for future team-building exercises, emphasizing the value of these connections in mentorship.

## Responsibilities in Social Entrepreneurship Mentorship

**Name of the Method:** "Role Clarity in Social Entrepreneurship Mentorship"

**Theme:** Role Definition, Expectations, Accountability in Social Entrepreneurship

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 40 minutes

### Short Description about the Method:

This activity is designed to clarify the roles and responsibilities of mentors and mentees within a social entrepreneurship mentorship program. It aims to ensure that all participants understand their expectations and obligations in fostering social impact and entrepreneurial success.

### Materials:

- Whiteboard and markers
- Printed copies of the social entrepreneurship mentorship program's roles and responsibilities document
- Post-it notes and pens for each participant
- Case studies or examples of successful social entrepreneurship mentorship pairs

### Preparation:

- Prepare a detailed document outlining the roles and responsibilities of mentors and mentees in a social entrepreneurship context.
- Ensure the whiteboard and markers are ready for use.
- Briefly review the objectives of the activity and prepare case studies or examples.

### Instructions:

1. Introduction and Context:
  - Facilitator introduces the concept of social entrepreneurship and the importance of mentorship in this field.
  - Explain why understanding roles and responsibilities is crucial for achieving social impact and entrepreneurial success.
2. Presentation of Roles and Responsibilities:
  - Present the document outlining the roles and responsibilities of mentors and mentees in social entrepreneurship mentorship.
  - Use the whiteboard to highlight key points, such as: Mentor responsibilities: providing guidance on business planning, networking, and social impact strategies.

- Use case studies or examples to illustrate successful mentorship pairs in social entrepreneurship.

3. Group Discussion:

- Divide participants into small groups to discuss the roles and responsibilities in the context of social entrepreneurship.
- Ask each group to identify any areas of confusion or concern, such as balancing social and business goals.

4. Clarification and Q&A:

- Facilitator addresses questions and concerns raised by the groups.
- Use post-it notes to capture any remaining questions or issues.

#### **Debriefing and Evaluation:**

- Facilitator summarizes the key points discussed during the activity.
- Ask participants to reflect on what they learned and how they plan to apply this knowledge in their social entrepreneurship mentorship roles.
- Emphasize the importance of clear roles and responsibilities in achieving social impact and entrepreneurial success.

#### **Tips for Facilitators: ( what you should do)**

- Encourage active participation by asking open-ended questions and fostering group discussion.
- Use real-life examples of social entrepreneurship mentorship to illustrate the roles and responsibilities, making the content more relatable.
- Ensure that all participants have a clear understanding of their roles and responsibilities in the context of social entrepreneurship before moving forward.

## Effective Communication in Social Entrepreneurship Mentorship

**Name of the Method:** Communication Mastery for Social Entrepreneurs

**Theme:** Effective Communication, Active Listening, Interpersonal Skills

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 45 minutes

**Short Description about the Method:** This activity focuses on enhancing effective communication skills within the context of social entrepreneurship mentorship. It aims to equip participants with the tools necessary for clear, empathetic, and impactful communication, which is essential for successful mentor-mentee relationships and achieving social impact.

### Materials:

- Whiteboard and markers
- Handouts with communication techniques and tips
- Role-play scenarios related to social entrepreneurship
- Feedback forms

### Preparation:

- Prepare handouts detailing effective communication techniques such as active listening, non-verbal communication, and empathy.
- Develop role-play scenarios that reflect common communication challenges in social entrepreneurship.
- Set up the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Effective Communication:
  - Facilitator introduces the importance of effective communication in social entrepreneurship mentorship.
  - Highlight key skills such as active listening, clarity, empathy, and non-verbal cues.
2. Presentation of Communication Techniques:
  - Distribute handouts and review key communication techniques.
  - Use the whiteboard to illustrate examples of effective and ineffective communication.
3. Role-Play Activity:
  - Divide participants into pairs or small groups for role-play exercises.

- Provide each group with a scenario that involves a communication challenge in a social entrepreneurship context (e.g., discussing project setbacks or negotiating partnerships).
- Allow time for participants to act out their scenarios.

#### **4. Group Discussion and Feedback:**

- After role-playing, reconvene as a group to discuss experiences.
- Encourage participants to share what strategies worked well and what could be improved.
- Use feedback forms for participants to evaluate their own and their peers' communication skills.

#### **Debriefing and Evaluation:**

- Facilitator summarizes key insights from the role-play and discussion.
- Highlight effective strategies observed during the activity.
- Emphasize the ongoing nature of developing communication skills and their critical role in mentorship success.

#### **Tips for Facilitators: ( what you should do )**

- Encourage openness and honesty during role-play activities to simulate real-life situations.
- Provide constructive feedback that focuses on specific behaviors rather than general comments.
- Reinforce the idea that effective communication is a skill that can be developed with practice and reflection.

## Intercultural Learning

**Theme:** Intercultural Learning, Cultural Awareness, Diversity and Inclusion

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity focuses on equipping educators with intercultural learning strategies to effectively engage with learners from diverse cultural backgrounds. It aims to enhance cultural awareness, foster inclusive communication, and promote culturally sensitive teaching practices.

### Materials:

- Whiteboard and markers
- Handouts with intercultural teaching strategies
- Case studies or scenarios related to intercultural challenges in teaching
- Feedback forms

### Preparation:

- Prepare handouts detailing intercultural learning strategies such as active listening, clear and concise communication, and cultural empathy.
- Develop case studies or scenarios that reflect common intercultural challenges in teaching.
- Set up the room to facilitate interaction and discussion.

### Instructions:

#### 1. Introduction to Intercultural learning:

- Facilitator introduces the importance of intercultural learning in diverse learning environments.
- Highlight key strategies such as active listening, clear communication, and cultural empathy.

#### 2. Presentation of Intercultural learning Strategies:

- Distribute handouts and review key intercultural learning strategies.
- Use the whiteboard to illustrate examples of effective and ineffective intercultural communication.

#### 3. Case Study Discussion:

- Divide participants into small groups to discuss case studies or scenarios.
- Ask each group to identify how they would apply intercultural teaching strategies in the given scenarios.

#### 4. Group Discussion and Feedback:

- Reconvene as a group to discuss findings and insights from the case studies.
- Encourage participants to share what strategies worked well and what could be improved.
- Use feedback forms for participants to evaluate their own and their peers' intercultural teaching skills.

#### Debriefing and Evaluation:

- Facilitator summarizes key insights from the discussion.
- Highlight effective strategies observed during the activity.
- Emphasize the ongoing nature of developing intercultural teaching skills and their critical role in teaching success.

#### Tips for Facilitators:

- Encourage openness and honesty during discussions to simulate real-life situations.
- Provide constructive feedback that focuses on specific behaviors rather than general comments.
- Reinforce the idea that intercultural teaching is a skill that can be developed with practice and reflection.

#### Additional Resources:

- For further reading on intercultural teaching strategies, refer to resources such as .
- Consider incorporating technology, such as translation tools and video conferencing platforms, to enhance intercultural communication.

## Definition of Mentorship

**Name of the Method:** Understanding Mentorship: A Comprehensive Introduction

**Theme:** Mentorship, Professional Development, Personal Growth

**Complexity:** 1

**Group Size:** 10+ people

**Time:** 30 minutes

**Short Description about the Method:** This activity is designed to introduce participants to the concept of mentorship, its benefits, and its core components. It aims to provide a clear understanding of what mentorship entails and how it can contribute to personal and professional growth.

### Materials:

- Whiteboard and markers
- Handouts with the definition of mentorship and its key components
- Case studies or examples of successful mentorship relationships

### Preparation:

1. Prepare Handouts: Create handouts detailing the definition of mentorship, highlighting its core components such as guidance, support, and knowledge transfer.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful mentorship relationships.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduce Mentorship:
  - Begin by introducing the concept of mentorship, emphasizing its importance in personal and professional development.
  - Highlight key components of mentorship, such as guidance, support, and knowledge transfer.
2. Present the Definition of Mentorship:
  - Distribute the handouts and review the definition of mentorship, focusing on its core components.
  - Use the whiteboard to illustrate examples of effective mentorship relationships.
3. Conduct Case Study Discussions:
  - Divide participants into small groups to discuss case studies or examples of successful mentorship relationships.

- Instruct each group to identify the key components of mentorship observed in the case studies.

4. Facilitate Group Discussion and Feedback:

- Reconvene as a group to discuss findings and insights from the case studies.
- Encourage participants to share what they learned about mentorship and how they can apply this knowledge in their own professional journeys.

#### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Mentorship: Emphasize the importance of mentorship in achieving personal and professional goals.
3. Encourage Future Engagement: Encourage participants to seek out mentorship opportunities and to consider becoming mentors themselves.

#### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate the benefits and components of mentorship, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of mentorship before moving forward.

#### **Additional Resources:**

1. Further Reading: For further reading on mentorship, refer to resources such as .
2. Technology Integration: Consider incorporating technology, such as video conferencing platforms, to enhance mentorship communication.

## Mentoring Program and Mentor

**Theme:** Mentorship, Program Structure, Mentor Responsibilities

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 45 minutes

### Short Description about the Method:

This activity is designed to provide participants with a comprehensive understanding of the mentoring program and the role, tasks, and responsibilities of a mentor. It also offers a space for participants to reflect on their own aims and motivations for becoming a mentor.

### Materials:

- Whiteboard and markers
- Handouts with the structure of the mentoring program and mentor responsibilities
- Reflection worksheets for participants to explore their aims and motivations

### Preparation:

1. Prepare Handouts: Create handouts detailing the structure of the mentoring program, including its goals, objectives, and key components.
2. Develop Reflection Worksheets: Prepare reflection worksheets that guide participants in exploring their aims and motivations for becoming a mentor.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduce the Mentoring Program:
  - Begin by introducing the mentoring program, emphasizing its importance and benefits.
  - Highlight the program's structure, including its goals, objectives, and key components.
2. Present Mentor Responsibilities:
  - Distribute the handouts and review the role, tasks, and responsibilities of a mentor.
  - Use the whiteboard to illustrate examples of effective mentorship practices.
3. Conduct Group Discussion:
  - Divide participants into small groups to discuss the mentoring program and mentor responsibilities.
  - Instruct each group to identify any questions or concerns they have about the program or mentor role.

#### 4. Facilitate Reflection and Goal Setting:

- Distribute the reflection worksheets and guide participants in exploring their aims and motivations for becoming a mentor.
- Encourage participants to set personal goals for their mentorship journey.

#### Debriefing and Evaluation:

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Mentorship: Emphasize the importance of mentorship in achieving personal and professional goals.
3. Encourage Future Engagement: Encourage participants to seek out mentorship opportunities and to consider becoming mentors themselves.

#### Tips for Facilitators:

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate the benefits and components of mentorship, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of the mentoring program and mentor responsibilities before moving forward.

#### Additional Resources:

1. Further Reading: For further reading on mentorship, refer to resources such as .
2. Technology Integration: Consider incorporating technology, such as video conferencing platforms, to enhance mentorship communication.

## Working with Mentee

**Theme:** Mentorship, Communication, Relationship Building

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity is designed to provide participants with practical guidance on working with mentees, focusing on establishing initial contact, conducting the first meeting, and maintaining effective communication throughout the mentorship.

### Materials:

- Whiteboard and markers
- Handouts with guidelines on establishing initial contact, conducting the first meeting, and effective communication techniques
- Case studies or examples of successful mentorship relationships

### Preparation:

1. Prepare Handouts: Create handouts detailing guidelines on establishing initial contact, conducting the first meeting, and effective communication techniques.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful mentorship relationships.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Establishing Initial Contact:
  - Discuss various methods for establishing initial contact with the mentee, such as email, phone calls, and professional messaging platforms.
  - Emphasize the importance of setting clear expectations and context for the mentorship relationship.
2. Conducting the First Meeting:
  - Outline steps for conducting the first meeting, including personal introductions, outlining mentorship goals, and discussing communication styles.
  - Highlight key talking points for building rapport, such as sharing personal anecdotes and showing genuine interest in the mentee's perspective.
3. Effective Communication Techniques:
  - Present techniques for effective communication, including active listening, asking clarifying questions, and providing constructive feedback.

- Discuss the importance of communication in building trust and fostering a supportive mentorship environment.

4. Group Discussion and Feedback:

- Divide participants into small groups to discuss case studies or examples of successful mentorship relationships.
- Ask each group to identify effective strategies observed in the case studies and how they can apply these strategies in their own mentorship relationships.

#### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Effective Communication: Emphasize the importance of effective communication in mentorship relationships.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own mentorship relationships.

#### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective mentorship practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of how to work effectively with mentees before moving forward.

#### **Additional Resources:**

1. Further Reading: For further reading on mentorship, refer to resources such as .
2. Technology Integration: Consider incorporating technology, such as video conferencing platforms, to enhance mentorship communication.

## Self-Directed Learning

**Theme:** Self-Directed Learning, Personal Development, Autonomy

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 45 minutes

### Short Description about the Method:

This activity is designed to equip participants with strategies for self-directed learning, enabling them to take ownership of their personal and professional development. It focuses on fostering autonomy, setting learning goals, and utilizing resources effectively.

### Materials:

- Whiteboard and markers
- Handouts with self-directed learning strategies and resources
- Reflection worksheets for participants to set personal learning goals

### Preparation:

1. Prepare Handouts: Create handouts detailing self-directed learning strategies, including setting learning goals, creating a learning plan, and utilizing resources effectively.
2. Develop Reflection Worksheets: Prepare reflection worksheets that guide participants in setting personal learning goals and identifying resources to support their learning.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Self-Directed Learning:
  - Introduce the concept of self-directed learning, emphasizing its importance in personal and professional development.
  - Highlight the benefits of autonomy in learning, such as increased motivation and flexibility.
2. Presenting Self-Directed Learning Strategies:
  - Distribute the handouts and review self-directed learning strategies, focusing on goal setting, learning planning, and resource utilization.
  - Use the whiteboard to illustrate examples of effective self-directed learning practices.
3. Setting Personal Learning Goals:
  - Distribute the reflection worksheets and guide participants in setting personal learning goals.

- Encourage participants to identify resources that can support their learning, such as books, online courses, and professional networks.

#### 4. Group Discussion and Feedback:

- Divide participants into small groups to discuss their learning goals and strategies.
- Ask each group to share their insights and provide feedback on how to overcome potential challenges in self-directed learning.

#### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Autonomy: Emphasize the importance of autonomy in learning and personal development.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own self-directed learning journeys.

#### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective self-directed learning practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of self-directed learning strategies before moving forward.

#### **Additional Resources:**

1. Further Reading: For further reading on self-directed learning, refer to resources such as T-Kit Training Development, Intercultural Learning ( CoE).
2. Technology Integration: Consider incorporating technology, such as learning management systems and online learning platforms, to support self-directed learning.

## Planning Mentoring

**Theme:** Mentoring, Planning, Professional Development

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity is designed to guide participants in planning effective mentoring programs. It focuses on establishing clear goals, selecting appropriate mentors and mentees, creating a structured program framework, and ensuring ongoing evaluation and improvement.

### Materials:

- Whiteboard and markers
- Handouts with guidelines on planning mentoring programs
- Templates for mentoring agreements and program evaluation
- Case studies or examples of successful mentoring programs

### Preparation:

1. Prepare Handouts: Create handouts detailing guidelines on planning mentoring programs, including setting clear goals, selecting mentors and mentees, and creating a structured program framework.
2. Develop Templates: Prepare templates for mentoring agreements and program evaluation to help participants plan and assess their mentoring programs.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Mentoring Planning:
  - Introduce the concept of mentoring planning, emphasizing its importance in professional development.
  - Highlight key components of effective mentoring planning, such as clear goals, appropriate mentor and mentee selection, and a structured program framework.
2. Setting Clear Goals:
  - Discuss the importance of setting clear goals for mentoring programs, including specific objectives and outcomes.
  - Use the whiteboard to illustrate examples of effective goal-setting in mentoring programs.
3. Selecting Mentors and Mentees:

- Outline criteria for selecting mentors and mentees, including expertise, experience, and compatibility.
- Emphasize the importance of matching mentors and mentees based on their needs and goals.

#### 4. Creating a Structured Program Framework:

- Present a structured program framework that includes guidelines, expectations, and a clear timeline.
- Use case studies or examples to illustrate successful mentoring programs.

#### 5. Ongoing Evaluation and Improvement:

- Discuss the importance of ongoing evaluation and improvement in mentoring programs.
- Introduce templates for program evaluation and encourage participants to use these tools to assess and improve their mentoring programs.

### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Planning: Emphasize the importance of planning in mentoring programs.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in planning their own mentoring programs.

### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective mentoring planning practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of mentoring planning before moving forward.

## Definition of Roles in Mentorship

**Theme:** Mentorship, Role Definition, Expectations

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 45 minutes

### Short Description about the Method:

This activity is designed to provide participants with a clear understanding of the roles and responsibilities of mentors and mentees in a mentorship program. It aims to establish clear expectations and foster effective communication between mentors and mentees.

### Materials:

- Whiteboard and markers
- Handouts with definitions of mentor and mentee roles and responsibilities
- Case studies or examples of successful mentorship relationships

### Preparation:

1. Prepare Handouts: Create handouts detailing the roles and responsibilities of mentors and mentees, including key expectations and communication strategies.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful mentorship relationships and the roles played by mentors and mentees.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Mentorship Roles:
  - Introduce the concept of mentorship roles, emphasizing the importance of clear definitions and expectations.
  - Highlight key components of mentor and mentee roles, such as guidance, support, and active participation.
2. Presenting Mentor Roles:
  - Distribute handouts and review the roles and responsibilities of mentors, focusing on providing guidance, support, and constructive feedback.
  - Use the whiteboard to illustrate examples of effective mentorship practices.
3. Presenting Mentee Roles:
  - Review the roles and responsibilities of mentees, emphasizing active participation, clear communication, and a willingness to learn.
  - Discuss the importance of mentees setting clear goals and taking responsibility for their own learning.

#### 4. Group Discussion and Feedback:

- Divide participants into small groups to discuss case studies or examples of successful mentorship relationships.
- Ask each group to identify the key roles and responsibilities observed in the case studies and how they can apply these insights in their own mentorship relationships.

#### Debriefing and Evaluation:

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Clear Roles: Emphasize the importance of clear roles and expectations in mentorship relationships.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own mentorship relationships.

#### Tips for Facilitators:

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective mentorship practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of mentor and mentee roles before moving forward.

## Risk Analysis in Social Entrepreneurship Projects

**Theme:** Risk Analysis, Social Entrepreneurship, Project Management

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity is designed to guide participants in conducting risk analysis in social entrepreneurship projects. It aims to identify potential risks, assess their likelihood and impact, and develop strategies to mitigate these risks.

### Materials:

- Whiteboard and markers
- Handouts with guidelines for risk analysis in social entrepreneurship projects
- Case studies or examples of successful risk management in social entrepreneurship projects
- Risk assessment templates

### Preparation:

1. Prepare Handouts: Create handouts detailing guidelines for risk analysis in social entrepreneurship projects, including identifying potential risks, assessing their likelihood and impact, and developing mitigation strategies.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful risk management in social entrepreneurship projects.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Risk Analysis:
  - Introduce the concept of risk analysis in social entrepreneurship projects, emphasizing its importance in ensuring project success.
  - Highlight key components of effective risk analysis, such as identifying potential risks, assessing their likelihood and impact, and developing mitigation strategies.
2. Presenting Guidelines for Risk Analysis:
  - Distribute handouts and review guidelines for risk analysis in social entrepreneurship projects, focusing on identifying potential risks, assessing their likelihood and impact, and developing mitigation strategies.
  - Use the whiteboard to illustrate examples of effective risk analysis in social entrepreneurship projects.
3. Group Discussion and Feedback:

- Divide participants into small groups to discuss case studies or examples of successful risk management in social entrepreneurship projects.
- Ask each group to identify the key risks observed in the case studies and how they can apply these insights in their own social entrepreneurship projects.

#### 4. Conducting a Risk Assessment:

- Introduce the concept of a risk assessment, outlining the importance of a systematic approach to identifying and mitigating risks.
- Provide a risk assessment template and guide participants in completing it, emphasizing the steps of risk identification, analysis, evaluation, mitigation, and monitoring.

#### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Risk Management: Emphasize the importance of risk management in social entrepreneurship projects to ensure project success.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own social entrepreneurship projects.

#### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective risk management practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of risk analysis in social entrepreneurship projects before moving forward.

#### **Key Takeaways:**

- Risk analysis is crucial in social entrepreneurship projects to identify and mitigate potential risks.
- Effective risk management involves identifying risks, assessing their likelihood and impact, and developing mitigation strategies.
- Continuous monitoring and evaluation of risks are essential to ensure project success.

#### **Additional Tips:**

- Use qualitative and quantitative risk analysis methods to assess risks comprehensively.
- Develop a risk register to track and monitor risks throughout the project lifecycle.
- Encourage open communication and collaboration among team members to identify and address risks promptly.

## Reporting for Mentors and Young People

**Theme:** Mentorship, Reporting, Evaluation

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity is designed to guide participants in understanding the importance of reporting in mentorship programs. It focuses on creating a structured reporting system that captures key metrics and feedback from mentors and mentees, ensuring the program's effectiveness and continuous improvement.

### Materials:

- Whiteboard and markers
- Handouts with guidelines for reporting in mentorship programs
- Templates for reporting forms
- Case studies or examples of successful reporting in mentorship programs

### Preparation:

1. Prepare Handouts: Create handouts detailing guidelines for reporting in mentorship programs, including key metrics to track and feedback mechanisms.
2. Develop Templates: Prepare templates for reporting forms that mentors and mentees can use to provide feedback and track progress.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Reporting:
  - Introduce the concept of reporting in mentorship programs, emphasizing its importance in evaluating program effectiveness and identifying areas for improvement.
  - Highlight key components of effective reporting, such as tracking metrics, collecting feedback, and conducting regular evaluations.
2. Presenting Guidelines for Reporting:
  - Distribute handouts and review guidelines for reporting in mentorship programs, focusing on key metrics to track and feedback mechanisms.
  - Use the whiteboard to illustrate examples of effective reporting practices in mentorship programs.
3. Creating a Reporting System:

- Introduce a structured reporting system that includes templates for reporting forms and a schedule for regular evaluations.
- Discuss the importance of feedback from mentors and mentees in improving the program.

#### 4. Group Discussion and Feedback:

- Divide participants into small groups to discuss case studies or examples of successful reporting in mentorship programs.
- Ask each group to identify key takeaways from the case studies and how they can apply these insights in their own mentorship programs.

#### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Reporting: Emphasize the importance of reporting in mentorship programs to ensure program effectiveness and continuous improvement.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own mentorship programs.

#### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective reporting practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of reporting in mentorship programs before moving forward.

#### **Key Takeaways:**

- Reporting is crucial in mentorship programs to evaluate program effectiveness and identify areas for improvement.
- A structured reporting system should include key metrics to track and feedback mechanisms.
- Regular evaluations and feedback from mentors and mentees are essential for continuous improvement.

#### **Additional Tips:**

- Use surveys and focus groups to collect feedback from mentors and mentees.
- Analyze feedback data to identify trends and areas for improvement.
- Consider using mentoring software to streamline reporting and evaluation processes.

## **Giving and Receiving Feedback in Mentorship**

**Theme:** Mentorship, Feedback, Communication

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### **Short Description about the Method:**

This activity is designed to guide participants in understanding the importance of feedback in mentorship relationships and how to give and receive feedback effectively. It aims to foster a culture of open communication, trust, and continuous improvement.

### **Materials:**

- Whiteboard and markers
- Handouts with guidelines for giving and receiving feedback
- Case studies or examples of successful feedback exchanges in mentorship relationships
- Feedback templates

### **Preparation:**

1. Prepare Handouts: Create handouts detailing guidelines for giving and receiving feedback, including being specific, objective, and respectful.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful feedback exchanges in mentorship relationships.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### **Instructions:**

1. Introduction to Feedback:
  - Introduce the concept of feedback in mentorship relationships, emphasizing its importance in fostering growth and improvement.
  - Highlight key components of effective feedback, such as being specific, objective, and respectful.
2. Giving Feedback:
  - Present guidelines for giving feedback, focusing on being specific, objective, and respectful.
  - Use the whiteboard to illustrate examples of effective feedback techniques, such as the "sandwich" method and using "I" statements.
3. Receiving Feedback:
  - Discuss strategies for receiving feedback, including active listening, asking clarifying questions, and avoiding defensiveness.

- Emphasize the importance of maintaining a positive attitude and seeking feedback as an opportunity for growth.

4. Group Discussion and Feedback:

- Divide participants into small groups to discuss case studies or examples of successful feedback exchanges in mentorship relationships.
- Ask each group to identify key takeaways from the case studies and how they can apply these insights in their own mentorship relationships.

### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Feedback: Emphasize the importance of feedback in mentorship relationships for fostering growth and improvement.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own mentorship relationships.

### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective feedback practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of giving and receiving feedback before moving forward.

### **Key Takeaways:**

- Feedback is crucial in mentorship relationships for fostering growth and improvement.
- Effective feedback should be specific, objective, and respectful.
- Active listening and asking clarifying questions are essential for receiving feedback effectively.

### **Additional Tips:**

- Use the "sandwich" method to provide constructive feedback.
- Encourage two-way feedback to foster a culture of open communication.
- Regularly schedule feedback sessions to ensure continuous improvement.

### **Guiding Mentees**

**Theme:** Mentorship, Guidance, Support

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

**Short Description about the Method:**

This activity is designed to guide participants in understanding how to effectively guide mentees in mentorship relationships. It focuses on establishing clear goals and expectations, fostering a collaborative environment, and employing active listening techniques to provide guidance and support.

**Materials:**

- Whiteboard and markers
- Handouts with guidelines for guiding mentees
- Case studies or examples of successful mentorship relationships
- Feedback templates

**Preparation:**

1. Prepare Handouts: Create handouts detailing guidelines for guiding mentees, including setting clear goals and expectations, fostering a collaborative environment, and employing active listening techniques.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful mentorship relationships and effective guidance strategies.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

**Instructions:**

1. Introduction to Guiding Mentees:
  - Introduce the concept of guiding mentees in mentorship relationships, emphasizing its importance in fostering growth and development.
  - Highlight key components of effective guidance, such as setting clear goals and expectations, fostering a collaborative environment, and employing active listening techniques.
2. Setting Clear Goals and Expectations:
  - Discuss the importance of setting clear goals and expectations in mentorship relationships.
  - Use the whiteboard to illustrate examples of effective goal-setting strategies, such as SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.
3. Fostering a Collaborative Environment:
  - Emphasize the importance of creating a collaborative environment in mentorship relationships.

- Discuss strategies for fostering an inclusive and supportive atmosphere, such as encouraging open communication and active participation.

4. Employing Active Listening Techniques:

- Introduce active listening techniques, such as fully concentrating on the mentee, understanding their context and emotions, and responding thoughtfully.
- Use case studies or examples to illustrate effective active listening practices in mentorship relationships.

5. Providing Guidance and Support:

- Discuss strategies for providing guidance and support to mentees, such as offering constructive feedback, sharing personal experiences, and providing resources and tools.
- Emphasize the importance of tailoring guidance and support to the mentee's specific needs and goals.

#### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Guidance: Emphasize the importance of guidance in mentorship relationships for fostering growth and development.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own mentorship relationships.

#### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective guidance practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of guiding mentees before moving forward.

## Choosing Participants for Mentorship Programs

**Theme:** Mentorship, Participant Selection, Program Success

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity is designed to guide participants in understanding the importance of selecting the right participants for mentorship programs. It focuses on identifying key criteria for selection, assessing participant readiness, and ensuring a good match between mentors and mentees.

### Materials:

- Whiteboard and markers
- Handouts with guidelines for selecting participants
- Case studies or examples of successful participant selection in mentorship programs
- Participant selection templates

### Preparation:

1. Prepare Handouts: Create handouts detailing guidelines for selecting participants, including key criteria for selection, assessing participant readiness, and ensuring a good match between mentors and mentees.
2. Develop Case Studies: Prepare case studies or examples that illustrate successful participant selection in mentorship programs.
3. Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

1. Introduction to Participant Selection:
  - Introduce the concept of participant selection in mentorship programs, emphasizing its importance in ensuring program success.
  - Highlight key components of effective participant selection, such as identifying key criteria, assessing participant readiness, and ensuring a good match between mentors and mentees.
2. Identifying Key Criteria:
  - Discuss the importance of identifying key criteria for participant selection, such as motivation, commitment, and compatibility.
  - Use the whiteboard to illustrate examples of effective criteria for participant selection.
3. Assessing Participant Readiness:

- Emphasize the importance of assessing participant readiness for mentorship programs.
- Discuss strategies for assessing readiness, such as conducting interviews, reviewing applications, and evaluating past experiences.

#### 4. Ensuring a Good Match:

- Discuss the importance of ensuring a good match between mentors and mentees.
- Use case studies or examples to illustrate effective strategies for matching mentors and mentees, such as considering personality, interests, and goals.

#### 5. Group Discussion and Feedback:

- Divide participants into small groups to discuss case studies or examples of successful participant selection in mentorship programs.
- Ask each group to identify key takeaways from the case studies and how they can apply these insights in their own mentorship programs.

### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Participant Selection: Emphasize the importance of participant selection in ensuring program success.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their own mentorship programs.

### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective participant selection practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of participant selection before moving forward.

## Communication & Dissemination & Visibility Rules

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

**Complexity:** 3

**Group Size:** 40+ people

**Time:** 60 Minutes

**Short Description about the Method:** This event 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 projects.

### 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:**

**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.

## Evaluation and Closure

**Theme:** Evaluation, Closure, Reflective Discussion

**Complexity:** 2

**Group Size:** 10+ people

**Time:** 60 minutes

### Short Description about the Method:

This activity is designed to provide a comprehensive evaluation and closure to a training program. It focuses on summarizing key learnings, encouraging participants to share their reflections and insights, and helping them set actionable goals based on what they've learned.

### Materials:

- Whiteboard and markers
- Handouts with guidelines for reflective discussion and goal setting
- Evaluation forms for participants to provide feedback on the training

### Preparation:

Prepare Handouts: Create handouts detailing guidelines for reflective discussion and goal setting, including key questions to guide reflection and goal-setting templates.

Develop Evaluation Forms: You should use the evaluation forms annexed to this manual.

Set Up the Room: Arrange the room to facilitate interaction and discussion.

### Instructions:

#### 1. Welcome and Introduction:

- Welcome participants back to the final session and introduce the objectives of the evaluation and closure activity.
- Highlight the importance of reflection and goal setting in applying the learnings from the training.

#### 2. Reflective Discussion:

- Facilitate a group discussion where each participant shares one key takeaway from the training.
- Use a whiteboard to list out all the key points shared by the participants.

#### 3. Personal Reflection and Goal Setting:

- Encourage individuals to reflect on their personal goals and how the training will help them achieve these.
- Ask participants to write down one specific, actionable goal they will work on post-training.

#### 4. Sharing Goals:

- Invite volunteers to share their goals with the group, fostering accountability and support.

5. Evaluation and Feedback:

- Distribute evaluation forms for participants to provide feedback on the training.
- Encourage participants to provide constructive feedback that can help improve future training sessions.

6. Conclusion:

- Conclude the session by summarizing the key points discussed and thanking participants for their engagement.
- Emphasize the importance of applying the learnings from the training in their professional and personal lives.

### **Debriefing and Evaluation:**

1. Summarize Key Points: Summarize key points discussed during the activity.
2. Emphasize the Importance of Reflection and Goal Setting: Emphasize the importance of reflection and goal setting in applying the learnings from the training.
3. Encourage Future Engagement: Encourage participants to apply the strategies learned in their professional and personal lives.

### **Tips for Facilitators:**

1. Encourage Active Participation: Encourage active participation by asking open-ended questions and fostering group discussion.
2. Use Real-Life Examples: Use real-life examples to illustrate effective reflective discussion and goal-setting practices, making the content more relatable.
3. Ensure Clear Understanding: Ensure that all participants have a clear understanding of the evaluation and closure process before moving forward.

### **Key Takeaways:**

- Evaluation and closure are crucial components of a training program, ensuring participants apply the learnings in their professional and personal lives.
- Reflective discussion and goal setting are effective strategies for summarizing key learnings and encouraging participants to set actionable goals.
- Encouraging active participation and using real-life examples can enhance the evaluation and closure process

## EVALUATION METHODOLOGY OF MENTORSHIP PROGRAMME

Mentorship process is consisted of a training evaluation and the overall evaluation of the mentorship process. In addition to that, the mentorship evaluation process is not only consisting the evaluation done by the mentors but the reporting developed by the involved trainers in the mentorship training activity was held in June 2024 in Spain.

Thus, the evaluation of the mentorship process is divided into four sections :

- 1) Application Forms
- 2) Mentorship Training
- 3) Mentor Reports on the projects
- 4) Continuous reporting on the mentorship process

Each stage evaluation strategy is explained below.

### Application Stage of Mentorship

During the application stage for the mentors in between March 2024 – April 2024, we asked their expectations and interests to involve in such a program to support young people and make understand their motivations. The application form can be found in **Annex : Mentorship Application Form** with its connection to the indicators. The indicators that are developed in terms of mentorship application process to be evaluated as follows :

- I.Ment1)**Mentors are eager to work with young people
- I.Ment2)**Mentors have capacities and/or motivation to support the young people in their journey
- I.Ment3)**Mentors have capacity to provide participants with knowledge and skills throughout the implementation of their projects
- I.Ment4)**Mentors have capacities to provide contextual support to the participants
- I.Ment5)**Mentors have networks to provide participants
- I.Ment6)**Mentors are able to provide assistance to the two separate groups and work internationally during the virtual module
- I.Ment7)**Mentors are able to provide assistance and network for the implementation of Demo Days and Sustain the Change Trainings

The indicators relate to the questions indicated in the application form (**Annex-1**) and these indicators will be checked accordingly in the monitoring and evaluation report and will be used as a criterion to choose the mentors to provide mentoring for the implementation of the projects of the participants.

### Mentorship Training

The training activity will be held for 5 full days and prior to the training activity in Alcala la Real, Spain. The general aim of the training is to increase the mentors' knowledge about the overall program and the implementation of the overall project activities. The indicators that are developed in terms of mentorship training process to be evaluated as follows :

- I.M-TC1.**Mentors' capacities are increased on mentorship and contextual issues in each country
- I.M-TC2.**Mentors are able to use the virtual module in effective manner to support participants
- I.M-TC3.**Mentors are learnt about conflict management and active listening skills to tackle with conflicts within the project phase of the teams that they give mentoring
- I.M-TC4.**Mentors gain capacities in country specific situations

**I.M-TC5.**Mentors have ability to provide mentoring on project and financial management throughout the project implementation period of participants

**I.M-TC6.**Mentors are able to envisage and mitigate risks and provide guidance to the participants during the implementation of their activities

**I.M-TC7.**Mentors are able to guide participants for fundraising and further funding for the implementation of their local projects

During this process, we will implement the monitoring and evaluation with three 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 training activities. In each day, the mentors will have reflection activity in two small groups facilitated by the trainer teams to ensure that the participants of the training benefited from the overall activity and the tools are provided in coherent manner. 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) Pre, Post and Pre-Post Evaluation Forms :** To tackle with the responder-bias as it is explained previous, 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 provide participants' with necessary mentoring throughout the project implementation period. 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.
- 3) 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 : Mentorship Training 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, during the post-evaluation form, we will ask participants to explain that their needs, interests and motivation is aligned and they have been covered during the training or not and the answers will be cross-checked with the results of the application form. Moreover, it is important that the participants' understand the structure of the program and the support that the young people requires on the implementation of the activities. Therefore, the questions related to this report is emphasized and asked to the participants.

### **Mentor Reports on the projects**

Each mentor will provide a mentor report for the implementation of the projects of young people quarterly manner. This mentor reports will provide us about the overall progress of the

participants and the implementation period of the activities. The mentor reports will enable the project team to understand the implementation of the projects while understanding the extend of the report and these reports will be requested in two stages, during the initiation and the final of the process. The aims of these reports :

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

The report format is indicated in **Annex : Mentor Reports on the Project** to understand the contextual explanation of the activities as well as to monitor the participants' projects. In that way, the information flow not only be from participants but from mentors as well so that we can ensure, project activities are implemented on timely and efficient manner. The indicators to check is defined under Give a Chance Programme Section concerning to the mentor-mentee relationship section for this reporting tool.

### **Continuous reporting on the mentorship process**

The mentors will have mentorship talks at least 2 times in a month with the mentees on the projects. During this process, the mentors will provide notes in an informal format through the online system about the date of their talk and the content in short format. This will be used to understand the participants' issues and make us able to see the changes on the participants in constructive manner.

For that purpose, there will be an online form in virtual module to be filled out by participants and mentors about the both sides of the communication and how the communication and support process is continued. The continuous reporting process has following ind

- O.MRP-1)**To understand the communication process between the mentees and mentors
- O.MRP-2)**To act swiftly in case of lack support to the participants from the mentor to provide additional support to the participants from coordination team
- O.MRP-3)**To check the advancements of the participants projects
- O.MRP-4)**To receive feedback about the work between the mentees and mentors
- O.MRP-5)**To guarantee that the projects of the participants implemented by themselves, procurements done in correct and cost-effective manner

The continuous reporting format will be based on the online tool in the online management system and will be available to the partner organizations seeing and acting swiftly in case of requirement to make changes or provide additional support to the participants. In that way, we will be able to ensure that the participants' projects are implemented in correct, timely and cost-effective manner. **Annex : Continuous Mentor Reports Tool.** These reports will be analysed to understand the effectiveness of the mentoring against to the aims indicated above. The indicators to check is defined under Give a Chance Programme Section concerning to the mentor-mentee relationship section for this reporting tool.

## **Kick-Off Training Programme**

Kick-Off Training will involve 40 young people + 8 mentors + 3 trainers to implement the training activity. The activity will be 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 will gain 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 will be checked according to the following indicators that they are reached or not during the implementation of the training 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 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 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 training activities. 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) **Give a Chance Project Application :** To make participants develop their own projects, we will ask participants fill out a simplified application form with the mentors help and each will develop their own projects during this process. We plan 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 form can be found in **Annex – 6 : 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 challenges 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 logically from mentors and project coordination team. **Annex : 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

The annexes section concludes the documentation to be used in the mentoring process with the evaluation tools explained below that the mentors will experience throughout the project. As trainer team, you should ensure that the correct forms are used to implement these evaluation measures and these forms are introduced throughout the training schedule to the mentors so that the participants can directly turn into them to support during the implementation of the activities.

### Annex -1 : Mentorship Application Form

*Personal Details regarding to the Mentor(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 mentor*

**Q1 . Could you explain about your motivation to work with young people? ( I.Ment1, I.Ment2 )**

- Long Paragraph ( 1000 characters )

**Q2. What is your experience on project management, implementation and country specific issues ( unemployment, poverty, rural development, etc. ) ? ( I.Ment2 - I.Ment3. - I.Ment4 )**

- Long Paragraph ( 3000 characters )

**Q3. Are you a member of any networks related youth work, entrepreneurship or coaching in your country? ( I.Ment5 )** - Long Paragraph ( 3000 characters )

**Q4. How you plan to support the participants to implement their projects? ( I.Ment4, I.Ment5,IMent6 )** - Long Paragraph ( 3000 characters )

**Q5. What is your language level? Can you support groups from different countries? If yes, can you elaborate on how you plan to support the groups from different countries. ( I.Ment4,IMent6)** - Long Paragraph ( 3000 characters )

**Q6. What do you expect to learn from mentorship training? ( related with all indicators )** - Long Paragraph ( 3000 characters )

**Q7. How can you contribute to the demo day implementation to reach out the angel investors for the implementation of the participants projects after the completion of the initial phase? - ( I.Ment4, I.Ment5,IMent6,I.Ment7 )** Long Paragraph ( 3000 characters )

## Annex -2 : Mentorship Training Pre- and Post-Evaluation Forms

### Pre-Evaluation Form

This form should be used to evaluate the educational process as a start of Give a Chance Programme. As mentors your opinions matters to us high manner. This form is designed to understand the 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 "what do mentor mean?"	
2	I can provide young people with sufficient support during the implementation period of their projects.	
3	I have an understanding about the issues in my country.	
4	I have skills to provide online support to the participants during the implementation of their local activities.	
5	I can provide clearer pathways for participants to implement their activities.	
6	I can implement fundraising campaign or provide information for the participants on fundraising to implement their own campaigns.	
7	I have enough competences to provide support to the participants on project management and implementation.	
8	I know the tools that the participants should use to implement their own activities.	
9	I can develop monitoring and evaluation strategy or follow-up a strategy developed to monitor participants' projects financially and contextually.	
10	I know my tasks in Give a Chance Programme as a mentor.	
11	I can co-develop projects with participants and increase their skills and competences to make them manage their projects efficiently.	
12	I can envisage and mitigate risks that can occur during the participants' projects.	
13	I can support mentees to develop their own reports and projects.	
14	I can develop a mentoring plan with participants.	
15	I believe I can build up a horizontal relationship with my mentees.	
16	I can resolve conflicts between the project teams and support the mentees in this process.	
17	I can guide mentees to develop their learning aims and plans.	
18	I have clearer understanding about the question techniques to provide sufficient support to mentees.	
19	I can guide participants to implement social entrepreneurship projects in my country.	
20	I know where to turn to if participants' projects had challenges.	
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 support participants in online modules.	
24	I know the fundraising opportunities specific to my country.	
25	I can develop a risk management plan with participants specific to their projects.	
26	I have a plan to tackle with the possible conflicts with me and my mentees.	
27	I have a clearer knowledge on project management and social entrepreneurship.	
28	I can guide participants to tackle with their local issues and develop new ideas in the first stage of Give a Chance Programme.	
29	I know my communication will be efficient during mentoring process.	
30	I can act as a bridge between the project coordination team and the mentees involved in the project.	

**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 "what do mentor mean?"		
2	I can provide young people with sufficient support during the implementation period of their projects.		
3	I have an understanding about the issues in my country.		
4	I have skills to provide online support to the participants during the implementation of their local activities.		
5	I can provide clearer pathways for participants to implement their activities.		
6	I can implement fundraising campaign or provide information for the participants on fundraising to implement their own campaigns.		
7	I have enough competences to provide support to the participants on project management and implementation.		
8	I know the tools that the participants should use to implement their own activities.		
9	I can develop monitoring and evaluation strategy or follow-up a strategy developed to monitor participants' projects financially and contextually.		
10	I know my tasks in Give a Chance Programme as a mentor.		
11	I can co-develop projects with participants and increase their skills and competences to make them manage their projects efficiently.		
12	I can envisage and mitigate risks that can occur during the participants' projects.		
13	I can support mentees to develop their own reports and projects.		
14	I can develop a mentoring plan with participants.		
15	I believe I can build up a horizontal relationship with my mentees.		
16	I can resolve conflicts between the project teams and support the mentees in this process.		
17	I can guide mentees to develop their learning aims and plans.		
18	I have clearer understanding about the question techniques to provide sufficient support to mentees.		
19	I can guide participants to implement social entrepreneurship projects in my country.		
20	I know where to turn to if participants' projects had challenges.		
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 support participants in online modules.		
24	I know the fundraising opportunities specific to my country.		
25	I can develop a risk management plan with participants specific to their projects.		
26	I have a plan to tackle with the possible conflicts with me and my mentees.		
27	I have a clearer knowledge on project management and social entrepreneurship.		
28	I can guide participants to tackle with their local issues and develop new ideas in the first stage of Give a Chance Programme.		
29	I know my communication will be efficient during mentoring process.		
30	I can act as a bridge between the project coordination team and the mentees involved in the project.		

**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 to provide support to the participants during the Give a Chance Kick-Off Programme? Please give us a detailed overview.**

**Q4. What is your perception that the participants would work on the implementation of the project?**

**Q5. How do you plan to deal with the conflicts and the issues that might arise during the training activity?**

**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?**

**Q12. 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 -3 : 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 -4 : 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 -5 : 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 -6 : 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 -7 : 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?**

**Q12. 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 -8 : 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 )

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

## Annex -9 : 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 -10 : 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 – 11 : 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?**

**Q7. 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.



