4YOUTH METHODOLOGY

for youth workers to encourage youth participation
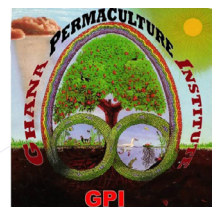
4YOUTH

NATIONAL
MANAGEMENT
SCHOOL

Amsha
INSTITUTE

SURCOD

MCC celjski mladinski center
prostor svobodnih idej in druženja

4YOUTH

GHANA PERMACULTURE INSTITUTE
GPI

Contents

Introduction

Dear Reader,

Thank you for opening the Youth Workers Together for Active Participation Handbook. In today's lively world of youth work, understanding how to engage youth in active participation has become key to achieving positive results. Mastering active participation and knowledge of good practices in this field is key when working with young people.

In the following Handbook, the five partners of the 4YOUTH project have compiled, through their own experience and desk research, some important points in the following topics:

- Youth situation in project partner countries;
- what is active youth participation;
- ways of involving young people in the youth organization structure;
- motivational aspects – for youth and youth workers;
- good practices in youth participation;
- the importance of evaluation;
- supervision;
- Youthpass.

On the project website (https://www.4youth.si/) you can find news about the project and articles on active participation. Happy reading and good luck with your work!

The 4YOUTH Team

About the project

The project idea evolved from the project – Active for Future (founded by Erasmus + pro-gramme – Capacity Building Activity). In the Active for Future project, we noticed the need for an upgrade, which then happened in our project, Youth Workers Together for Active Participation.

All partners involved in the project Youth Workers Together for Active Participation are facing the same challenge, which is how to motivate youth to be more active, to gain skills for employment and to strengthen soft skills (entrepreneurship competence, cooperation competence, effective communication competence, problem-solving competence, lifelong learning competence, finding and managing information competence). The project is based on the experiences of each partner in every day youth work and projects connected with strengthening the competences of youth and encouraging their active participation. Youth organizations and those that are working with youth in all involved countries are facing a lack of motivation and a lack of active participation of youth.

Some partners of this project have already cooperated in the past, mainly when developing projects on how to strengthen the competences of youth, but the main focus and vision of each organization, that participates in this project, is youth work and empowerment of youth to take action, to gain and strengthen soft skills.

All partners have one aim – enabling youth to receive support for enhancing their active participation. We put together our experience and prepared activities that will lead us to the common goal. Therefore, we included research on the topic of each participating country, the needs of young people and the needs of youth workers. Each partner proposed activities, and changes and gave recommendations, that we discussed and incorporated into the project proposal.

Political and wider social participation of young people is important as it shows the 'health' and functioning of democracy, and has a positive impact on the development of the identity of the young person (Flanagan & Levine, 2010, p. 160). Youth participation is also important because political and civil society functioning in adolescence predicts an individual's behaviour in adulthood. In other words, the best trailer of political participation is an individual's past political participation (Obradović, & Masten, 2007; Plutzer, 2002).

The youth are getting more and more inactive, and although different organizations are providing possibilities to encourage active participation, the problem remains. It turns out that the big issue that all participating countries need to tackle is youth inactivity. Equipping youth with knowledge and skills and motivating them to develop and establish the society they want to live in is the main mission of all participating partners and the main role of the youth workers in participating countries.

This project addresses all the needs stated above by equipping youth workers with tools and methods that will ensure quality support for young people to enhance their active participation.

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Obradović, J., & Masten, A. S. (2007). Developmental Antecedents of Young Adult Civic Engagement. Applied Developmental Science, 11(1), pp. 2–19

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Objectives of the project

The main objective of this project is the development and acquisition of transversal skills and key competencies, and encouraging youth pro-activity.

Objectives of the project are:

- Establishing cooperation between partners and networks and exploring the existing situation in each country to share best practices and combine effective approaches to the new methodology – exchanging didactical and motivational approaches, projects, and actions that are tackling youth inactivity. Furthermore, we exchanged opinions and discussed the possibilities of the project realization at the kick-off meeting, where we defined the needs and activities on how to address those needs.

- Identifying specific approaches and activities that youth workers and youth organizations can use to improve the activity of young people, and equipping youth workers and youth organizations with appropriate tools to motivate young people to participate more actively.

- Training 22 youth workers on how to encourage active youth participation, training youth workers in the field of activities for soft skill development and giving them knowledge, skills and support to develop and conduct national activities (by organizing two international training practices for youth workers).

- Developing a methodology for youth workers that can be used in all participating countries and by all youth organizations that are cooperating with partners of the project and are working in the field of youth participation.

Project partners

The project consortium brings together five youth organizations from Slovenia, Bulgaria, Ghana, Tanzania and Malawi intending to strengthen capacity in the field of youth.

Celje Youth Centre

Name of the project partner organization:
Celje Youth Centre (Celjski mladinski center - MCC)

The main mantra/idea/vision of the organization:
MCC is a place of ideas, socializing and acquiring knowledge.

Relevant links:
https://www.mc-celje.si/ FB page: https://www.facebook.com/MCCdogaja

Main contact:
info@mc-celje.si

What is your organization doing?
The youth centre offers help to young people who need organizational assistance with their projects, financial help with launching their projects, technical and infrastructural assistance, human resources and help with involvement.

It is also a youth information and counselling service and offers international mobility, such as the Erasmus+ programme, international training seminars, Europe for Citizens programme, etc. It focuses on designing, developing and implementing a program of non-formal education for young people, workshops, seminars and training projects and offers support for primary and secondary schools. It organises a Festival of Volunteering and a Festival of Non-Formal Learning MCC-Educate every year.
The organizational structure of MCC includes a Regional Eurodesk structure; informational network Infopentlja; Europe Direct Savinjska and MCC Hostel, which consists of 12 rooms and 50 beds.

Project activities: What kind of projects are you involved in?
MCC takes part in youth democracy projects, strategic projects, strategic partnerships, structural dialogue, multilateral development projects and transfer of good practices, participates in national organizations, and prepares public articles, research and publications.

The projects are founded by:
The Municipality of Celje, The Ministry of Education, Science and Sport – the Office for Youth, The Employment Service of Slovenia, The National Agency for the European Union Youth Programme, The Ministry of Culture and other sponsors.

National Management School

Name of the project partner organization:
National Management School (NMS)

The main mantra/idea/vision of the organization:
Enhancing knowledge and competences for better employability of youth.

Relevant links:
http://www.nbschool.eu/ FB page: https://www.facebook.com/nbschoolbg

Main contact:
nbs@techno-link.com

What is your organization doing?
NMS was established in 1990. It acts as a non-profit and non-governmental organization on the national level in Bulgaria. NMS is a training provider focused on the development and piloting of innovative training methodologies and approaches, extracurricular training, post-graduate studies for young people, career guidance, human resource development and lifelong learning initiatives. NMS is actively working for transferring, adaptation and implementation of innovations and know-how in various fields of education and training, especially focusing on youth in regards to achieving competitiveness in the labour market for professional and personal success. NMS has an experienced team of licensed trainers in soft skills development and coaching, and also professional educational experts, counsellors, psychologists and researchers who work actively in the following areas:
- development of training programmes and performing training in management, entrepreneurship and leadership;
- development of training programmes and performing training in soft skills development;
- career counselling and guidance;
- personal and group coaching (motivational training) of unemployed people.

Project activities: What kind of projects are you involved in?
NMS is experienced in project-related research activities, elaboration and piloting of training methodologies and tools, progress diagnostics, evaluation, dissemination, and project management. Our organisation has an extensive network of associated partners on academic, school and non-formal education levels. Over the past few years, NMS has created, transferred, and adjusted various innovative training approaches and methodologies. Additionally, it has trained over 6000 people in various projects funded by national and European programmes, including LLP Comenius and Erasmus+, to develop transversal competencies.

Ghana Permaculture Institute

Name of the project partner organization:
Ghana Permaculture Institute (GPI)

The main mantra/idea/vision of the organization:
GPI envisions the creation of sustainable global partnerships through the development of local economies through the promotion of sustainable organic agricultural practices, value addition to natural resources, education and training that enables farmers to increase the economic status and provide practical job creation opportunities for next generation.

Relevant links:
ghanapermaculturei.wixsite.com/permaculture

Main contact:
permacultureghana@gmail.com / +233 (0) 243702596

What is your organization doing?
GPI is a non-governmental organization that promotes sustainable development through agricultural production, farmer's empowerment, job creation, sustainable businesses, advocacy, local economy improvement, value addition to locally available resources and improvement of the country's economy through the marketing of products to offshore markets and countries. The institute has been in existence since 2008 and has supported and promoted organic agronomic practices that involve farmers and marginalized groups such as women and young people.

Project activities: What kind of projects are you involved in?
There are several beneficial projects GPI undertakes within a year. Some are organized by the organization itself and others are partner projects. There are projects GPI was or is currently working on Solidaridad Project, SABA Project-2020, BMZ Project, Soned/ASA Program, Grow Ghana Honey, Erasmus+ programme of the European Union, GPI schools Project, GPI Urban Garden Project.
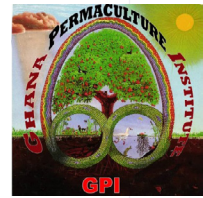
The founder Dr Paul Yeboah highlighted the need to promote organic agriculture during his time working with Kristo Boase Monastery where inorganic farming caused the degradation of their soil and crops. He, therefore, went ahead to implement permaculture ideology which uses organic farming methodologies and natural farming methods. The organization is located in Baafi in the Bono East region of Ghana. The demonstration site serves as a hub for the production of organic products such as moringa oil, moringa seed, moringa leaves, moringa powder, natural cosmetics, honey, oyster mushroom and essential oils. Services like permaculture design course (PDC), training and workshops for farmers, consultancies, permaculture school programs, partner agency programs and many more are carried out. Since its founding, the charity has helped over 800 farmers cultivate a variety of products, including moringa, cashew, native tropical trees, mango, and many others.

Many communities in Ghana's northern region received solar irrigation farming systems, composting systems, and tree nurseries as part of a three-year project run by GPI. Moreover, advocacy projects on sustainable farming methods, bush fire prevention, and afforestation have embarked on awareness creation in the field of promoting waste management, sustainable agriculture food and nutrition. This has created job opportunities for members of the involved communities and GPI continues to buy moringa from these communities and provide them with sustained income. GPI also employs 30 direct jobs and 20 indirect jobs for staff and casual workers.

AMSHA Institute of Rural Entrepreneurship

Name of the project partner organization:
AMSHA Institute of Rural Entrepreneurship (hereinafter AMSHA)

The main mantra/idea/vision of the organization:
Promoting agribusiness to the rural population, particularly youth.

Relevant links:
www.amsha.org on social media: @AmshaInstitute

Main contact:
info@amsha.org

What is your organization doing?
AMSHA is an agribusiness development services provider focused on sustainable rural development through community mobilisation, and mind-set-changing campaigns while imparting entrepreneurial philosophy and agribusiness skills to the rural population (mainly youth).

Since 2012 AMSHA has been hosting the famous Tanzania Youth in Agribusiness Forum, which managed to bring together various stakeholders who are supporting youth in agribusiness, and linking them with the young farmers and/or agribusiness owned by youth. The forum has managed to reach out to 600 youth directly and more than 2000 youth indirectly via social media platforms, and has managed to push the government of Tanzania to come up with the National Youth Strategy of Involvement in Agriculture 2016-2021.

Project activities: What kind of projects are you involved in?
AMSHA as an agribusiness development services provider mainly promotes agribusiness under the following key thematic areas namely:

- Provisional of Agri-Business Development service;

- youth and women inclusion in agribusiness;

- promotion of sustainable agricultural practices;

- advocating for the best agribusiness environment.

Currently, we are working on the following projects:

- Sunflower market development targeting 2000 smallholder farmers (40% of them should be youth);

- competitive African Rice Initiative targeting 10,000 smallholder farmers (whereby 40% of them should be youth);

- Tanzania Youth in Agribusiness Forum – which is a multi-stakeholder forum led by youth hosted by AMSHA and Youth Workers Together for Active Participation.

For AMSHA, empowering and supporting youth development is at the centre of its intervention/s, AMSHA developed a special interest in this specific age group, since they represent 60% of Tanzania's population, therefore, if you think about improving the livelihood of Tanzanians, you should first think of youth. By empowering them the multiplier effects will be immense and better for the entire population, which is why, apart from just having special youth initiatives, AMSHA also makes sure that on each of the strategic interventions, 40% of the beneficiaries should be young people.

Sustainable Rural Community Development Organisation

Name of the project partner organization:
Sustainable RURAL COMMUNITY DEVELOPMENT (SURCOD)

The main mantra/idea/vision of the organization:
Improving the livelihoods of rural communities by generating economic, agricultural, educational and cultural empowerment, and by promoting health and gender equality through the mobilisation, training, and education entertainment of all women, men and children.

Relevant links:
http://www.surcodmalawi.org/

Main contact:
surcod_development@yahoo.co.uk

What is your organization doing?
Local non-governmental organisation SURCOD Malawi was incorporated on May 17, 2010, under the auspices of the Registrar General's office in Malawi. SURCOD was founded by a seven-member Board of Directors, who are in charge of establishing the organization's vision and missions as well as determining the direction and pace for current operations and future growth. They choose the principles to be promoted across the entire organisation and encourage stewardship in how the organisation is run.

Project activities: What kind of projects are you involved in?
Our goal is to promote sustainable integrated community development with the rural communities through improving food security, promotion of saving spirit; empowerment of women, promotion of quality education and adult literacy, water and sanitation and adaptation and mitigation of climate change. In the past years, we have implemented projects Computer for Youth project, Sustainable Backyard Garden for Sustainable Livelihood, Youth Exchange and Volunteer Exchange, Menstrual Hygiene in Schools, Climate Change, and Sports for Peace.

Youth situation in project partner countries

Slovenia

The Unemployment Rate Among Youth

The youth of Slovenia are classified as young adults between the ages of 15 and 29 by the Office of the Republic of Slovenia for Youth. In Slovenia, the percentage of young people was projected to be 14.7% of the overall population in 2021. The proportion of young adults between the ages of 15 and 29 is decreasing. The proportion of young people has decreased by 31.1% during the last two decades. But the number of young people in the nation has been levelling off recently. The at-risk-of-poverty rate among youth is 9.9 %, which is slightly lower than the total population. In Slovenia, young adults make up 17.6% of the unemployed (STA, 2022a; STA, 2022b; Rojc, 2021). Depending on the methodology utilised, there are differences in the figures on the real number of young people without jobs (see the graph below). Researchers from the Universities of Maribor and Ljubljana, as well as the Ministry of Education, Science, and Sport, used an indication of the respondent's self-definition as unemployed in their YOUTH 2020 study. According to the study, Slovenia's youth unemployment rate in 2020 ranged from 18.4% to 21,5%, while the total unemployment rate was around 5.1%. When it comes to youth in the workforce, permanent employment made up 48.2%, temporary employment 27.1%, self-employment 4.4%, and part-time contract work 1.9% (youth in the schooling process excluded). Nevertheless, unemployment among youth in Slovenia is moving below the average of the Member States of the European Union (EU) (Zaletelj, Rojc, & Vratanar, 2021; Deželan, & Lavrič, 2020).

Youth unemployment rate (%) 15-24 years old, 2019/2020, according to various methodologies.
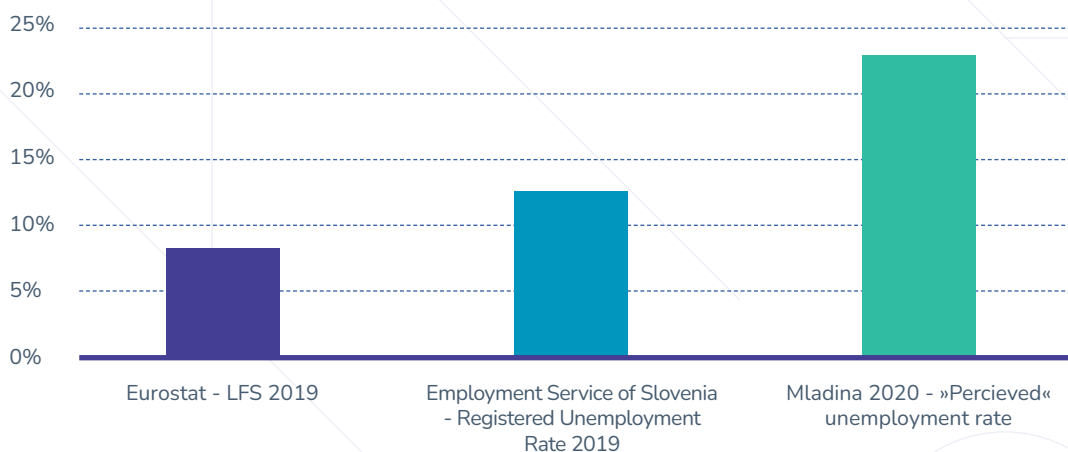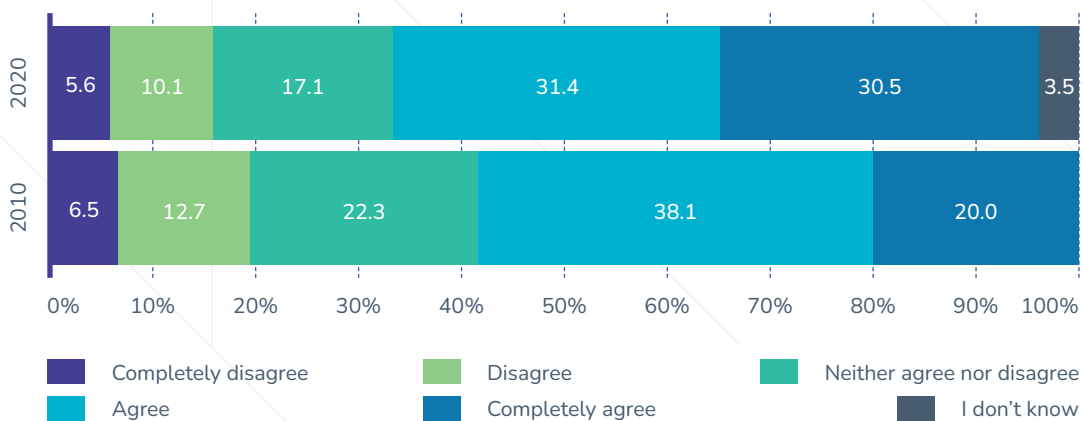

Source: Deželan, & Lavrič, 2020, p. 129

The global COVID-19 epidemic had an impact on 2020's youth unemployment rates in part because it prompted a number of restrictive policies that contributed to job losses among the working population in general and among young people in particular. Moreover, various flexible forms of work are replacing traditional forms, which disproportionately affects youth (also known as "age segregation of the labour market") because they hold a weaker position in it (Deželan, & Lavrič, 2020). "Although youth unemployment in Slovenia has consistently been below the EU average, Slovenia has the highest prevalence of temporary employment among young people in the EU" (Deželan, & Lavrič, 2020, p. 124).

Political Efficacy of Young People

A significant amount of youth respondents to the YOUTH 2000 survey reported feeling ineffective. The majority of young people did not believe they understood politics or had any power to affect political leaders' decisions and actions. Two-thirds of young people said they didn't understand politics in the YOUTH 2010 study (61%) (Kuhar & Oblak, 2000). In a similar vein, the YOUTH 2020 analysis of Slovenian youth engagement reveals that more than half of respondents believe they have a poor understanding of politics. Furthermore, the Organisation for Economic Co-operation and Development (OECD) in 2019 reported that Slovenian young have limited interest in politics, significantly less than the OECD average. More than half of the respondents believe that politicians do not concern themselves with the opinions of individuals and that individuals cannot influence the authorities. The Mladina survey's findings indicate that young people have extremely little faith in politics and its many institutions (Deželan, & Lavrič, 2020, p. 178).

Politicians do not concern themselves with the opinions of individuals.

Year	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	I don't know
2020	5.6	10.1	17.1	31.4	30.5	3.5
2010	6.5	12.7	22.3	38.1	20.0	

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree
- I don't know

An individual like me has no influence on the work of authorities.

Year	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	I don't know
2020	5.9	16.5	20.5	30.0	24.5	1.7
2010	5.5	13.6	24.4	33.3	22.8	

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree
- I don't know
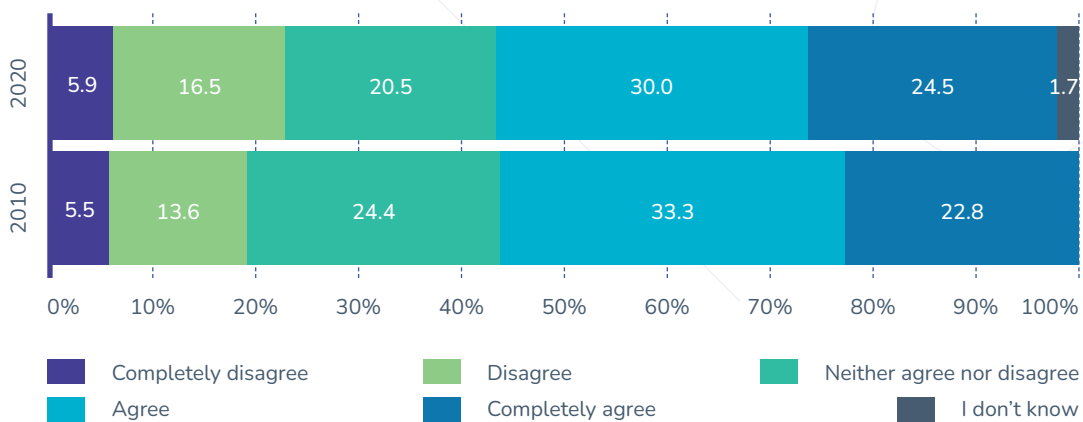
Source: Deželan, & Lavrič, 2020, p. 177

Youth Participation in Slovenia

The issue of low participation is complex and linked to the problems of institutionalised politics. According to Praprotnik (2014), there are four biggest obstacles that we have to take into consideration when talking about why Slovenian youth is not so actively partici-pating. First is that the Slovenian education system often does not prepare young people for decision-making and necessary analytical skills for critical thinking or problem-solving. Second is the lack of direct access to established systems and infrastructure, where they could express their opinion and build ideas. Third is the inequality and social exclusion of individual groups of young people and the last are expenses (Praprotnik, 2014).

The Slovenian population's voting participation has been dropping in recent years. According to the data from the National Electoral Commission, 40.54% of youth took part in the 2018 parliamentary elections, which is 3% less than in the 2008 parliamentary elections. 17.57% of young people participated in the elections for the European Parliament in 2019. Interest in running for political office is very low, less than 10% among the respondents. In Slovenia, only 4% of young people have joined political parties or engaged in political activism. However, more than 46% of those between the ages of 18 and 30 who were eligible to vote in the 2021 referendum on the water law did so, making up 15% of the entire electorate. Almost 44% of the participants have already signed a petition and 50% would or have already been a part of non-violent protests or demonstrations. In comparison to the research carried out in 2010, we can observe an increase in feelings of political competence, inclinations to communicate with politicians and a higher general interest in politics (Deželan, & Lavrič, 2020; Kos & Eržen, 2021).

When it comes to social engagement, we can see a high level of willingness to cooperate with non-profit-voluntary organisations. More than 70% of respondents would or already have participated in activities of sports clubs or teams, in activities of humanitarian, cultural or broader organisations, and in voluntary activities. Almost 70% took part in activities of student associations or organisations, and 67.4% in activities of youth organisations, centres or clubs (Deželan, & Lavrič, 2020).

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Bulgaria

The Unemployment Rate Among Youth

The dynamics of youth unemployment in Bulgaria follow the general European trends. While at the European level, the ratio between the overall level of youth unemployment and the share of long-term unemployed young people in 2017 was three to one (i.e. one of three unemployed youth is long-term unemployed), in Bulgaria, the ratio is closer to two to one (i.e. one of every two young people is long-term unemployed).

The main reasons for youth unemployment are structural imbalances in the labour market in the country, a slightly reformed educational system, anachronistic labour legislation/ discrimination of youth, cultural characteristics and difficult inclusion in the labour market.

This results in an increased risk of social exclusion. Over 3% of the Gross Domestic Product (GDP) or about one billion, BGN are the annual losses for Bulgaria resulting from young people who neither study nor work nor seek employment.

The global COVID-19 crisis has caused major changes in the world labour and employment market. Although fears of a drastic increase in unemployment in Bulgaria are not justified at the moment, there is still an increase in the number of unemployed in the third quarter of 2020, according to the data from National Statistical Institute, published by Georgieva (2020).

The unemployment rate reached 4,1 % at the end of 2019, and in the first quarter of this year, according to the Employment Agency (Ministry of Labour and Social Policy, 2020), it was 6,2 %. 68 % of the unemployed in our country are without qualifications and with a low level of education. Youth unemployment (15-19 years) during the COVID-19 crisis is 7,9 %.

So far, there is still insufficient information on the real scale of the problem, as well as forecasts on the economic consequences and dynamics of recovery processes at national, regional and global levels. It should also be borne in mind that the crisis is not over.

The forecasts are for a very serious economic and social crisis, which will cause changes in many aspects of the world in which we live. It will have an impact on the global economy, geopolitics, societies, and on the labour market and youth unemployment.

The youth unemployment rate in Bulgaria averaged 22.58 per cent from 2000 until 2022, reaching an all-time high of 38,60 per cent in July 2001 and a record low of 10.50 per cent in August of 2008, according to Eurostat statistics, published by Trading Economics (2022). Both general unemployment and youth unemployment in Bulgaria have an uneven distribution by region. It is significantly higher in the industrially less developed north-western part of the country, as well as in the areas with a large concentration of Roma population. Long-term youth unemployment is directly correlated with a low level of education and qualification. Bulgaria is unique in that many young adults over 30 live with their parents and, generally speaking, receiving financial support from them is not an exception.

The country is somewhere in the middle in terms of youth unemployment rates compared to other EU countries. Unfortunately, this rank could be misleading, because, at the same time, Bulgaria has the highest NEET rate in the EU27 (Institute for Market Economics, 2019). Bulgaria ranks first in the EU when it comes to the number of young people who are not a part of either the educational, social or labour systems. There are about 167 670 among 751 900 young persons aged 15 to 24 who find themselves in this situation - this makes up around 22 % and is the highest percentage for the EU, where the average is around 12,9 %. Young Bulgarians are not only unemployed but also inactive. It turns out that the big issue that Bulgaria needs to tackle is not youth joblessness but youth inactivity. The problem of youth unemployment rates should be examined together with inactive young people. Both issues make the situation in the Bulgarian labour market even more dramatic than it seems at first sight. To summarize, the lower a person's level of education, the greater their likelihood of inactivity.

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Ghana

The Unemployment Rate Among Youth

Unemployment is one of the key challenges in the Ghanaian labour market. The limited jobs available to the workforce indicate a policy failure with socio-political and economic consequences. The inability of jobseekers to secure lucrative employment causes dissatisfaction among people and causes some of them, especially young people, to resort to social cases such as robberies, prostitution and political unrest. Unemployment means an under-utilization of human resources, and if these resources are not wasted, not only are people exposed to poverty, but they also mean a loss of potential income tax revenues for the state (Baah-Boateng, 2014).

In Ghana, more than half of the population consists of youth (ages 15-24). Every year, a large number of young people leaving school remain unemployed or underemployed. Youth unemployment is becoming more common because the country's education system does not train young people for independence after school, but depends on the government for employment. Besides, many young people are not well paid (The World Bank, 2020).

Ghana faces 12 % youth unemployment and more than 50 % underemployment, which is higher than the overall unemployment rate in sub-Saharan African countries. Despite large investments by both the public and private sectors, this challenge will escalate if employment opportunities remain restricted. The new World Bank report (2020) highlights the importance of disaggregated data on jobseekers by location, gender, skills and abilities to combat youth unemployment, informing about funding policies and decisions, and responding with appropriate and tailored employment programs (The World Bank, 2020).

The key priorities for promoting youth employment in Ghana are:

- The importance of coordinating formal education programs and skills development initiatives in the context of a rapidly changing labour market, which requires new and different skill sets, and adapting to new technology.

- Connecting with the private sector - for example, involving employers in curriculum design and the introduction of professional standards certificates to adapt to the future of work.

- Including pre-employment support activities as part of the current education system in the country to better prepare young people for the transition to work.

- Promoting social inclusion initiatives to improve access to credit and entrepreneurship management training, improving both the infrastructure and equipment available to people with disabilities, and ensuring that no one is left behind. The government is working on that area.

Government initiatives for youth employment are Nation Builders Corps (NABCO), Youth Employment Agency (YEA), Youth in Agriculture and Vocational or Skills Training.

NABCO programme is a government initiative which addresses graduate unemployment to solve social problems. The main goals of the initiative are to solve public service delivery in health, education, agriculture, technology, and governance and drive revenue mobilization and collection (NABCO, 2020).
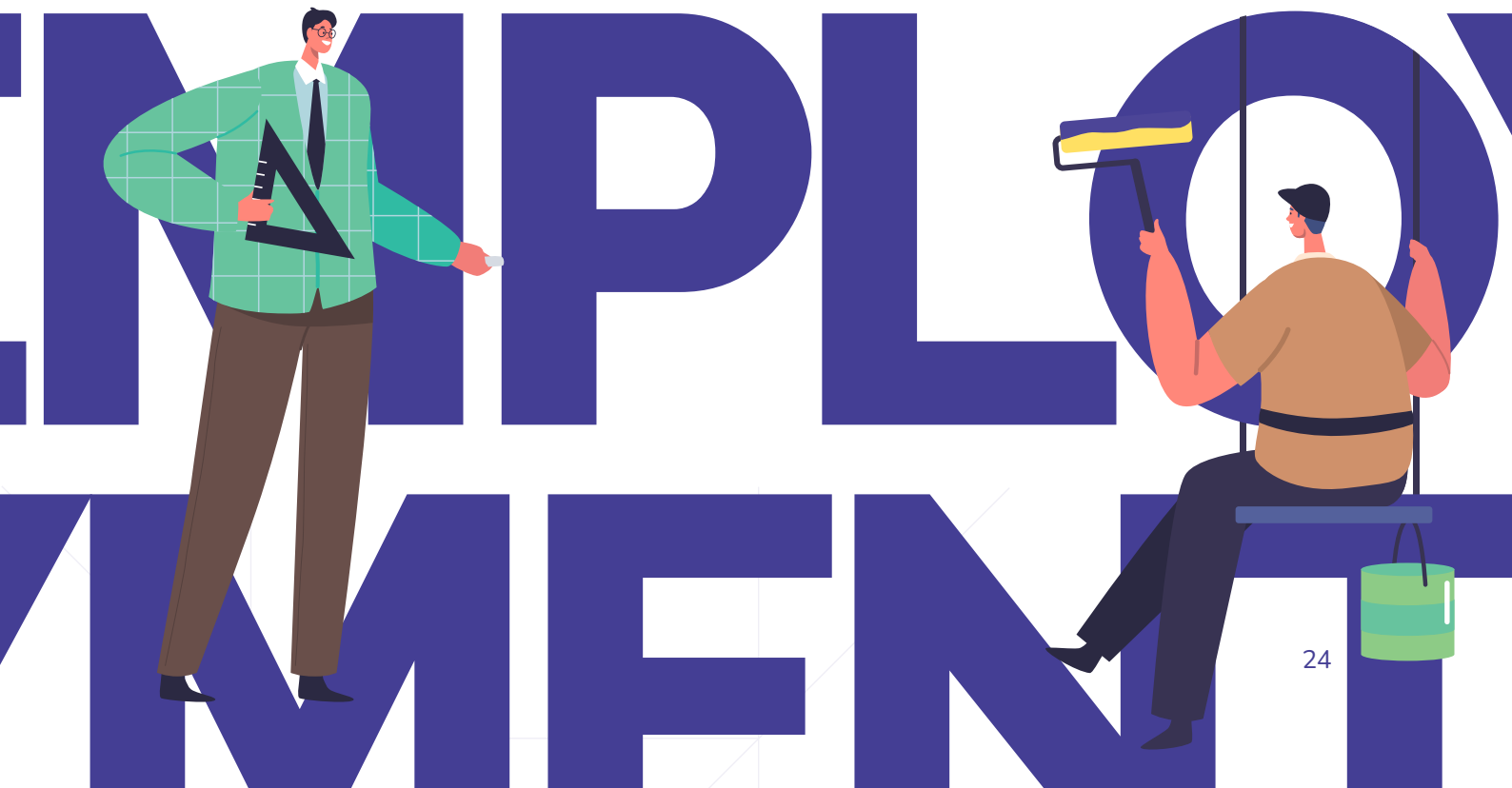
YEA was established under the Youth Employment Act 2015 (Act 887) which motivates young people to contribute meaningfully to the socio-economic and sustainable development of the nation. It aims to support young people between the ages of 15 and 35 through training and traineeship modules for the transition from unemployment to employment (YEA, 2020).

The Ghana Development Agenda identifies agriculture as one of the economic pillars. The link between agricultural development and Ghana's ability to achieve food and food security objectives is inextricably linked. Agriculture is important for the development of every nation, with Ghana being no exception. Development must, of course, also involve young people, so the Ministry of Food and Agriculture (MOFA) is working to encourage their participation in the agricultural sector. These efforts seek to change the negative perception of young people about participation in agriculture (farmers) as uneducated, unskilled, manual workers with extremely low economic returns. Modern agriculture is more than just tilling the soil and animals. Today, this sector offers young people career opportunities in research, the environment, financial management, engineering and other technical fields. The introduction of the Youth in Agriculture Program (YIAP) is necessary and crucial to facilitate food and nutrition security (MOFA, 2020).

The Ghana Skills Development Initiative (GSDI) is a project assisted by the German Government via the Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ GmbH, and implemented in cooperation with the Council for Technical and Vocational Education and Training (COTVET) (GIZ, 2020).

Youth Participation in Ghana

The Youth Participation in Local and National Development in Ghana: 1620-2013 paper has tried to reverse the narrative that it was the West that brought participatory development to Africa using the case study of the youth and participation in Ghana. Through the use of a critical postcolonial narrative, it shows that participatory development was the main moment of participation until colonial expansion obliterated it and replaced it with a 'modern' ('Western') system, which has substantially contributed to the making of unresponsive and unaccountable leadership and marginalizing development planning. Attempts to remedy the current Western system have been whimsical, often in the form of paying lip service and papering over cracks than considering the structural failings in actually existing participation. In turn, youth conflict, or more appropriately, the expression of discontent by the youth in the form of conflict has become a common feature of the Ghanaian political economy.

The implication of this perspective on participation – an evolutionary and postcolonial out-look - is that the benign or total neglect of the youth in policy implementation has grave implications for the youth and national development. It tends to create a cohort of dormant young people whose potential for national development may go untapped. This tends to destroy and undermine their initiative, zeal, enthusiasm and self-confidence which are pos-itive attributes required by every developing nation in its quest to extricate itself from the quagmires of poverty and under-development. Another crucial implication of the margin-alized position of the youth in policy implementation is that it poses a grave threat to the peace, tranquillity and democratic gains of the country. Not engaging the youth in policy implementation implies that they would tend to be idle, particularly when they are not in school or when they are not in gainful employment (Van Gyampo, & Obeng-Odoom, 2013).

The Youth and Popular Political Participation research on the other hand has revealed that the majority of the youth in Atwima Nwabiagya District are politically active and play some crucial roles for their political parties in the district. Political participation among the youth remains high. It was divulged that education is the factor that can influence the youth's po-litical participation although marriage, disability and other factors remain crucial. This may be a result of the educational background of the youth in the district. Lastly, it can be said that the benefit the youth in Atwima Nwabiagya District seek to realise depends on the state of living the person finds him/herself in but the dominant benefit they seek to enjoy is employment. The study again revealed that the youth in Atwima Nwabiagya District are motivated mainly by what they can gain from the parties and the political process. This self-centred reason for supporting their political parties may be a result of hardship and unemployment among the youth in Ghana (Van Gyampo, & Obeng-Odoom, 2013).

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Tanzania

The Unemployment Rate Among Youth

In Tanzania, a youth is defined as a young man and woman from the age group of 15 years to 35 years. According to the 2012 Census of Population and Housing, the population of Tanzania was 44,928,923, and projected to be 58 million in 2019 (National Bureau of Statistics - NBS, 2018). The total percentage of youth between 15 and 35 was about 35 % of the population and they account for 67 % of the labour force in Tanzania (National Bureau of Statistics - NBS, 2014) which implies that the active participation of youth in political, social and economic development is of paramount potential towards making significant contributions to overall development.

The situation of youth in Tanzania is characterized by the following:

1. Overwhelming numbers of rural-urban migrations of young people who engage themselves in petty trades and non-productive informal businesses.

2. Poor participation of young people in economic aspects and a high unemployment rate. This is due to:

    - Low capacity of the labour market to absorb labour, for example, 900,000 young Tanzanians enter a job market that is generating only 50,000 to 60,000 new jobs (Gregory, 2017).

    - Mismatch of skills - skills requirement in the labour market is not compatible with skills supply.

    - Global labour market competitiveness.

    - Increased use of advanced technology and ICT which replace labour and require labour with specialised skills respectively.

    - The attitude of youth towards work.

    - Insufficient business and entrepreneurship development services.

    - The emergence of the COVID-19 pandemic resulted in redundancies and limited employment, especially in the private sector.

Distribution of Youth Population (15-35 Years) by Economic Activity Status, Area and Sex

Status	Geographical area	Male	Female	Total
Employed	Dar Es Salaam	5,563,759	5,444,050	11,007,809
Unemployed	Other Urban	543,109	920,073	1,463,182
Inactive	Rural	972,710	1,317,861	2,290,571
Total		**7,079,578**	**7,681,984**	**14,761,562**

Source: National Bureau of Statistics (2014).

Inadequate representation and involvement in national and international forums and inadequate participation in decision-making bodies.

The absence of a clearly defined system prepares young men and women to take up leadership positions, despite that under the multiparty system, youth participate in various political organizations and decision-making.

Initiatives to Influence the Active Participation of Young People in Tanzania

Like most of the sub-Saharan countries, the overall participation of young people in the political, social and economic aspects of development is still poor in Tanzania, however the government in cooperation with other private sectors has been doing many efforts to raise the participation of youth in development, this, as pointed out by Gregory (2017) includes but is not limited to:

1. Creating an environment that supports the participation of young people in development aspects through policy frameworks;

    - National strategy for Youth involvement in Agriculture (NSYIA), 2016-2021, (FAO, 2016).

    - National Youth Development Policy (NYDP), 2007 (MLED, 2007a).

    - National Agriculture Policy (NAP) in 2013 recognized the role of youth in agriculture. The policy directs the creation of an enabling environment to attract youth in the agriculture sector. The NAP includes a section on employment and decent work in agriculture, with a strong focus on the youth (LSE, 2013).

2. Establishment of the Youth Development Fund (YDF) under local government authorities, to support youth groups in the community (President Office, 2011).

3. Establishment of government internship programs for graduates to equip them with job skills that will enable them to be easily employable in the public and private sectors (MLED, 2007b).

4. The progressive expansion of Technical and Vocational Education and Training to provide room for self-employment.

5. Civil society's initiatives to stimulate active participation of young people in development, examples of initiatives are:

   - Peer-to-peer training to school and out-of-school youth on various skills (life skills, leadership skills and self-awareness) – Restless Development Tanzania, VSO Tanzania.

   - Entrepreneurship training – (Start and improve your own business manual developed by International Labour Organization (ILO)) – Restless Development, open mind Tanzania, Techno Serve, Youth Entrepreneurship Facility.

   - Supporting youth enterprises through exposing their products in various exhibitions like Nane Nane (Farmers Day) and Saba Saba (Dar es salaam international trade fair) – Techno serve, VSO Tanzania, Restless Development Tanzania.

   - Platforms for job opportunities information available within and outside of the country to fill the information gaps – Kijana jiajiri, Ni kweli.com.

   - Provision of training and promotion of innovation to the young people -Rlabs Tanzania.

Despite the efforts that are being done it is high time now to focus on policy reforms, institution alignments, legal reforms and mindset change seminars and campaigns for the young people, and to create an enabling environment to achieve active participation of young people in all development aspects (social, political and economic). Young people are the main drivers for change, therefore, there is still a high need to address challenges that limit young people's participation, and most importantly, young people are to be involved in addressing the challenges to come out with solutions that are working for them.

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Malawi

The Unemployment Rate Among Youth

In the over fifty years since attaining independence, Malawi's population has continued to grow, increasing from just over four million in 1966 to 17.6 million in 2018. Yet, most of the population continues to reside in rural areas pursuing agricultural livelihoods—at the last census in 2018, only 16 % of the population lived in cities or towns. Due to high fertility rates, Malawi has one of the youngest age structures in the world with 43.9 % of its population being under the age of 15, and 34.3 % being between 15 and 34 years of age (NSO, 2018). In 2017, the agriculture sector contributed 26 % of the total GDP of Malawi's economy (World Bank, 2019). While the significance of agriculture has dropped from 50 years ago when the sector provided one-half of total economic output, Malawi's economy remains among the 15 national economies globally that are most dependent upon agriculture. Although the service sector has grown significantly over the past 20 years, with a small manufacturing sector and limited non-agricultural natural resources to exploit economically, agricultural production remains at the centre of most economic production and household livelihoods. This is most evident in the way the workforce of the country is allocated across sectors. Estimates from the 2013 Malawi Integrated Household Panel Survey (IHPS) are that 87 % of those of working age (15 to 64 years) are employed in agriculture (Benson, Erman, & Baulch, 2019).

Malawi is also facing some problems in terms of employment. However, this has greatly jeopardised the involvement of youth in any kind of employment in one way or the other. Problems concerning youth employment are unemployment, under employment, huge taxes, delayed payments, corruption and fraud. The majority of the population of Chikwawa still lives in rural areas and faces youth unemployment as high as 20 % (Benson, Erman, & Baulch, 2019).

Youth unemployment has become a significant problem in both rural and urban areas in Malawi as well as the Chikwawa district. Malawi has a high demographic growth rate leading to a young population that has inundated the job market with more labour than employment opportunities (Chigunta, 2002). In Chikwawa, rural youths are unable to access employment opportunities and partake in sustainable livelihood strategies. The political environment is generally marred by corruption most of which is perpetuated by the youth coerced by their economic vulnerability. The nation's unemployment rate stands at 23% according to Kaude (2017), with 20% in Chikwawa (Pop: 400, 000).

After graduating from one of the few schools, colleges, or universities, the majority of young people are jobless. Youth are now at the mercy of dishonest politicians who use them for their own political advantage. As a result of their desperation and frustration, young people engage in harmful behaviours that increase the prevalence of HIV/AIDS and other related diseases. Prices for everything, including higher education, are increasing daily while poverty levels are still rising. Youths are also viewed as passive recipients of support, rather than active agents capable of solving problems within their communities. The experience of SURCOD in working with the youths shows that the youth have the knowledge, resources, enterprising ideas and the potential to grow ideas that determine their own sustainable development initiatives, yet, their capacities to contribute to rural development and transformation remain impeded and largely unexploited, while their potential is left unrecognized. This is therefore the innovation behind this proposed initiative; to educate, empower and incubate Chikwawa youth with rural entrepreneurs and innovators to develop breakthrough solutions that will tackle the challenges being faced in their communities.

Malawi: Youth unemployment rate from 1999 to 2020
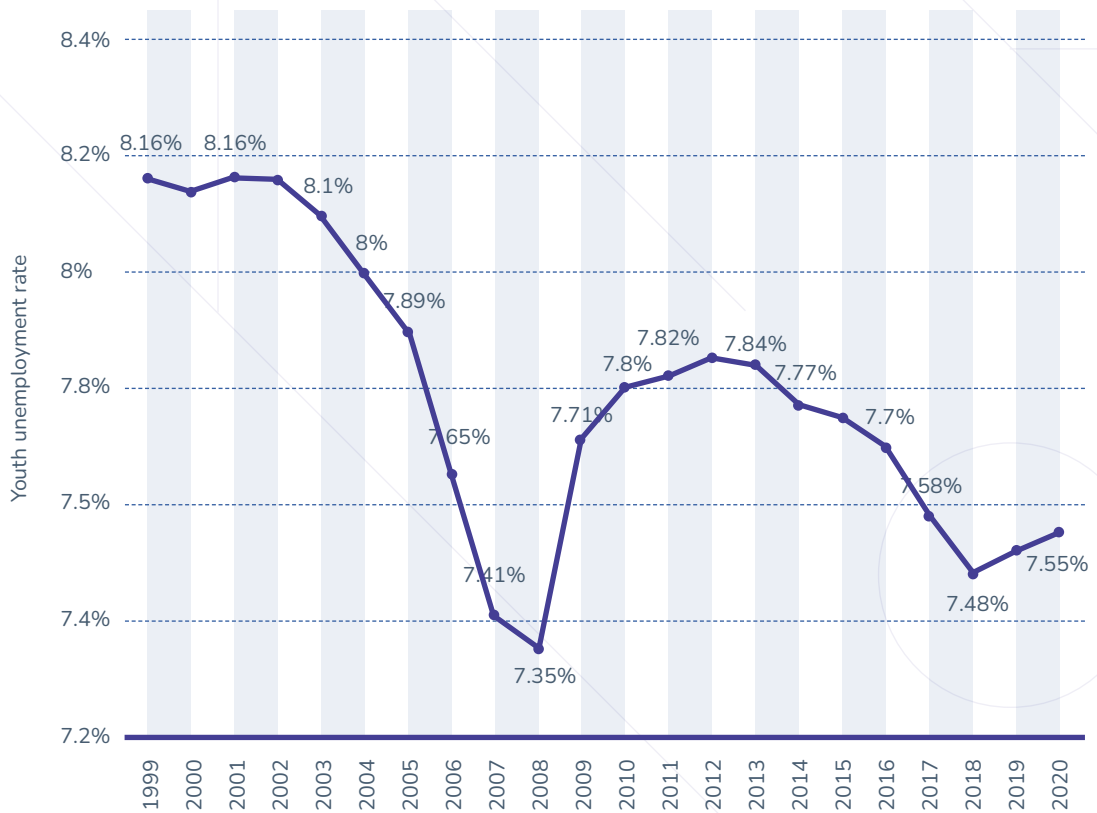
Source: Statista, 2021

The statistic shows the youth (ages 15–24) unemployment rate in Malawi from 1999 and 2020. According to the source, the data are ILO estimates. In 2020, the estimated youth unemployment rate in Malawi was 7.55 per cent (Statista, 2021).

Youth Participation in Malawi

In Malawi, youth participation refers to the process of how youth are involved in various dimensions of development. There are lots of processes taking place to make sure that youth are involved in various dimensions of development. Malawi has a youth policy which stipulates how youth are supposed to be involved. Malawi youth policy has the following principles:

1. Active involvement of the youth in decision-making and national development programmes and policy debates;
2. youth participation and programme implementation in the best interest of the youth;
3. non-discrimination based on age, sex, marital status, cultural, religion, ethnicity, disability and other vulnerabilities including HIV status;
4. respect for individual human dignity, culture, democracy, human rights and rule of law; elders and others, people's beliefs and views, one's cultural values;
5. regard for the environment for sustainable national development;
6. respect for gender equality and equity of opportunities;
7. respect the rights of young people as provided for in the Republican Constitution and
8. promotion of national unity and discipline country (Futurepolicy.org, 2021).

The youth of Malawi represent a significant and growing human resource, with the potential to contribute to sustainable economic development. Historically marginalised from active participation, their force for change has been recognised. 40 per cent of Malawi's population is aged ten to 35 years but lacks basic opportunities to develop their potential.Recognising the importance of youth to the country's development, Malawi has created a National Youth Policy, which was designed to empower and develop the youth of Malawi to reach their potential. Grounded in valuing the rights and responsibilities of their younger citizens, the policy defines youth as aged between ten to 35 years old. Implementation mechanisms have been developed accordingly, and the work has fostered the political will and enabling environment necessary to create sustainable change in the country (Futurepolicy.org, 2021).

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Active participation

The concept of active participation refers to involvement in governance and other activities through which individuals or groups exert influence.

Making young people full partners is key to active participation. It is important to involve them at every stage of the project implementation process. We must give young people the opportunity to be heard and, more importantly, to be taken into consideration. Eliminating all preconceived notions about what young people are capable of and interested in is the first step in achieving this. They must be trusted and given power. This is your whole focus as the facilitator. The facilitator's sole purpose is to facilitate conversations and listen to young people. He is also there to create an atmosphere in which young people feel free to be vulnerable. Young people must have the opportunity to make a difference. You need to avoid treating young people as a homogeneous group. It is crucial to hear about the background of every person in the group, and you need to make sure that you will understand what a particular person can contribute.

Reaching out to individuals who are not being heard is also crucial. You must be inclusive and make sure that all groups of young people are represented when you organise participation processes. Regrettably, participatory methods often target and favour the most politically engaged, academically accomplished, and socially advantaged young people, as well as those who are already organised into groups.

Yet, in order to ensure that everyone who has a stake in the process is involved, it is crucial to reach out to young people from less active and marginalised backgrounds. They may include, but are not limited to: people of colour; young people in foster care; young people living alone or in remote areas; LGBTQIA youth; young people with disabilities; young people without jobs; and young people who have dropped out of school or education too soon. Gender equality is also essential.

Connecting young people with one another is another aspect of your involvement in participatory processes.

Adapted from:

Borkowska-Waszak, S., Diamantopoulos, S. E., Lavelle, P., & Martinello, O. (2021). Youth for a just transition: A toolkit for youth participation in the just transition fund. Retrieved from: https://op.europa.eu/en/publication-detail/-/publication/c4b1f9ca-643e-11eb-aeb5-01aa75ed71a1/language-en/format-PDF/source-189601671

Ways of involving young people in the youth organization structure

A system outlining how specific tasks are directed to accomplish an organization's goals is referred to as its organisational structure. Rules, roles, and duties may be part of these activities (Kenton, 2018). Organization structure determines who individuals are to participate or be involved in the decision-making process, planning, implementation and outcomes.

Youth organizations can be organization that was initiated by youth themselves or adults but the overall motive is to respond to the needs of young people. For the youth organization, it is crucial to have an organisational structure that gives the young people the opportunity to participate in the development, shape the process and outcomes and ensure that projects and programs that are designed are competent and deliver the desired outcome to the youth as well as stimulate their participation.

Effective youth involvement in organisation structures should be a critical priority of every organisation that is working with young people and should not only focus on serving the needs of youth but also on developing skills and ability of the youth to change their own life.
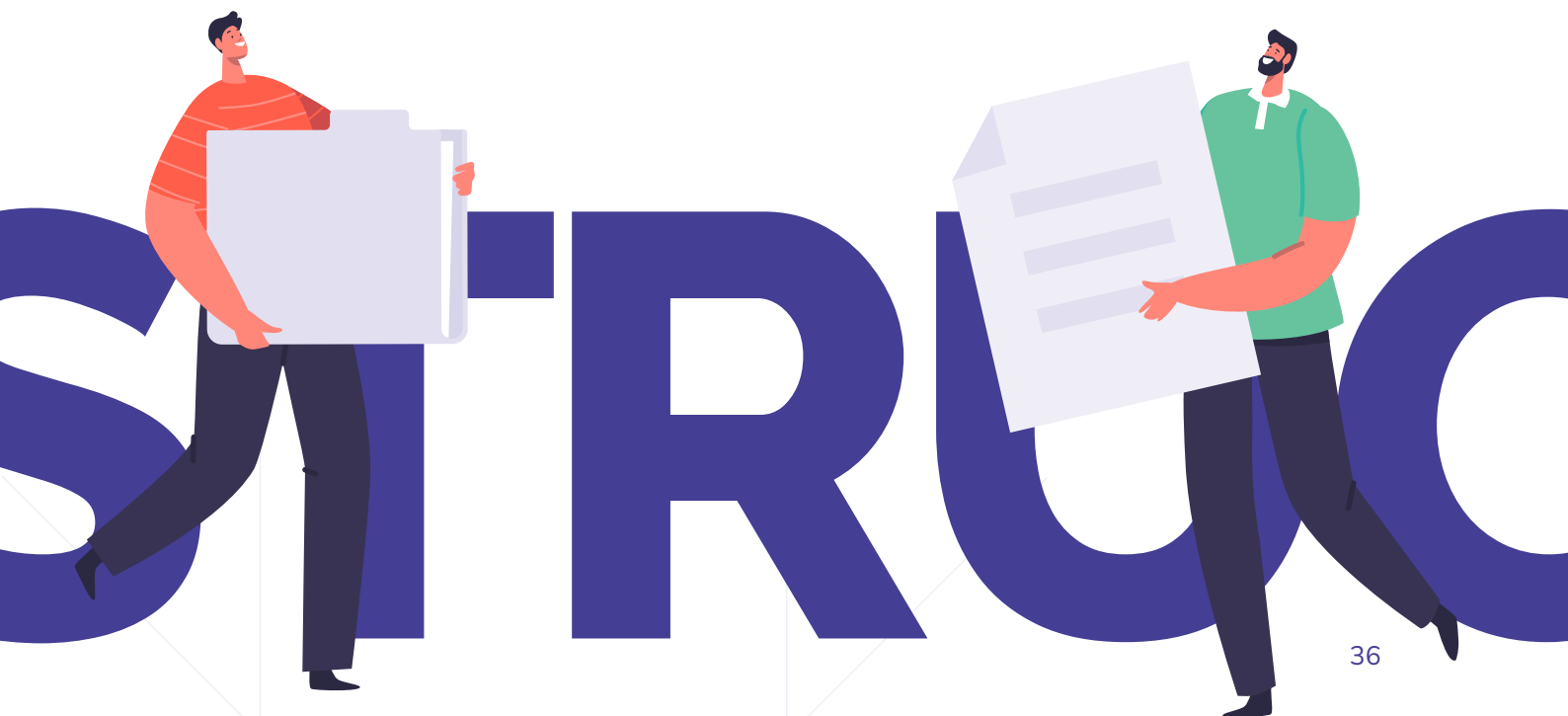
Why involve young people in the organisation structure?

1. Young people get the opportunity to play a vital role in development.

2. Bringing a sense of ownership and sustainability of projects to young people.

3. Providing a chance to mobilize individual groups and talents rather than focusing only on needs.

4. Providing the opportunity for strengthening the capacity and ability of young people to change their own lives.

5. Building and developing personal and intrapersonal skills including the ability to think critically and solve problems and leadership skills among the youth.

6. Enabling young people to develop their careers and gain some important job skills such as organizational and planning skills, which are better learned by being a part of the group.

7. Developing a strong support network of young people who make healthy choices and who can help convince other young people to participate in development.

The power to participate or the power that arises from participation only exists when young people perform the action of participation. If they do not participate, then participation remains an "unrealised capacity, or a potential, not a power".

Ways of involving young people in organization structure

Approaches for involving young people can be formal or informal, but both ways have potential impacts towards decision-making and active engagement of young people in community development.

Formal Approach

This is when young people are officially recruited in different nodes of the organisation structure such as at the decision-making level, management and planning, advisory capacity or implementation. Formal ways allow the effective inclusion of youth views from the decision-making process to the implementation and outcomes. The formal approach includes but is not limited to:

Full Board Membership

Young people/youth workers are given the opportunity to join the board and are legally included as full voting members, and fulfil the same responsibilities as adult board members and the same general functions such as voting and decision making. They can also be elected as officers or committee chairs and have full power to influence the organization's policies and decision-making in general. This approach enables board members to understand the issues from youth perspectives and ensure decisions are made based on the issues that matter to the young people in the communities.

Advisory Capacity

Here, young people cannot be included as voting members of a youth organisation's board but they can bear some responsibilities and roles such as follows, depending on the structure of a given organisation:

- **Non-voting board membership;** mainly focuses on youth representation in the organisation's board, but they have limited functions, they act as board members in similar ways but are not allowed to vote, also they cannot be officers or committee chairs, but they can provide recommendations and propose actions.

- **Advisory board membership;** young people are permitted to serve on the advisory board but not the governing board.

- **Limited participation;** While it is not required, young people may only be permitted to speak during discussions or when asked. They might not sit with the board members.

- **Observer role;** youth are not considered board members in this capacity, and they are only permitted to attend meetings to safeguard the interests of young people, check on the board's accountability, and inform their constituency of board discussions and decisions.

Staff Members

Young people are recruited as staff members in different roles and cover day-to-day activities in different departments such as finance, planning, programmes, human resources etc. based on their profession.

Internship, Volunteer and Job Shadowing

Young people can also be involved through internship, voluntary work and job shadowing all of which gives young people the opportunity to develop, build their capacity and skills, explore their potential and develop new job skills while at the same time, they are involved in implementing the activities that concern other youth in the community.

Informal Approach

This involves less structured approaches that are focusing on involving young people in activities and programs that are based on their interests, hobbies and learning skills. The application of this approach is mostly determined by the nature of activities that an organisation is implementing in the community and it provides the opportunity of reaching a wide range of youth groups in the community, therefore young people can be involved through;

1. Youth clubs and work groups are constructed in the community to enable the implementation of different project activities in the community.

2. The opportunity to live report events on social media, and streaming. Tweeting and blogging.

3. Experienced young people share their success stories with other youth.

4. In event organisation teams, young people are involved in planning and holding different youth events and occasions.

5. Research work for the activities that directly link young people.

6. Co-production - working in equal partnership with young people to plan, deliver and review services for young people.

7. Mentoring – either adult-youth or peer-to-peer.

8. Performances – of music, drama, poetry or dance.

9. Skills-sharing – younger and older people teaching each other new skills.

"'Increased youth participation' will 'empower' young people, help build community and remedy a range of social problems" (Bessant, 2004, p.387). Therefore, whether a youth organisation applies formal or informal ways of involving young people, it is important to make sure that, all the opportunities provided to the young people have the contribution in development of skills and capabilities of young people as well as give young people the opportunity to engage in the community and influence decisions that affect them.

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Motivational aspects – for youth and youth workers

A motive is an inner impulse to strive towards a certain goal and it plays a major part in the achievement of this goal. Motivation is a term which contains two elements; on one hand, it affects the inner motives of the individual, and on the other hand, it provides the outer strength, energy and focus which are necessary to take on the tasks.

Motivation and job satisfaction are complex processes, and the financial aspect is only part of the picture. It is also necessary to take into account the differences in the value system and the expectations of the different participants. Recognizing one's motives is the key to success, both at the individual and group and organizational levels.

In the last ten to 15 years there has been an extremely alarming and rapidly developing trend of decrease or total lack of motivation for learning, work and development in young people. At the individual level, lack of motivation has severe consequences, leading to apathy, and a lack of interests and goals in life. In social terms, this leads to isolation and a high risk of exclusion. From the point of view of economic development and the labour market, the losses from the inaction of millions of young people are enormous. The three aspects have a negative impact on each other and are a source of distress and dysfunction for young people and society as a whole.

Motivation is one of the most complex constructs of personality with large individual variations, but still research identifies the following factors that have a positive impact on its formation and development:

Real contribution. People want their joining a group or involving in the pursuit of a certain goal to have a lasting impact. They need to understand that what they are doing is not an unnecessary effort, but a contribution. People need to see that what they are doing is valuable and has a result.

Good participation. People maintain what they have created. When they are involved in a process of coping with a task, it motivates them and makes them feel needed. They like to realize that something depends on them. When they are given the opportunity to contribute, it makes them empathetic. It already concerns them personally and they are ready to support it. Seeing how goals are being realized and shaped in the future, people are satisfied. Achieving the goals unites the team, raises the spirits and allows everyone to feel significant.

Positive dissatisfaction. Dissatisfied people are highly motivated because they see the need for immediate change. They know that something is not right, and they often know what needs to be done. Dissatisfaction can inspire change or create a spirit of criticism. The key is to harness that energy to bring about effective change.

Recognition. People want to be paid attention to. They want to be respected for their achievements and grateful for their contribution. Recognizing often is another way to thank. Personal achievement is motivating, but this effect increases when someone pays attention to it and appreciates it. Recognition is one way to give meaning to human existence.

Clear requirements. People are motivated when they know exactly what they need to do and have confidence that they can do it successfully. No one wants to take on a vague task or an uncertain job. Motivation becomes higher when the goals, requirements and obligations of a job are clearly stated. People do better when they can control their work and time.

Despite the differences and specifics in the socio-economic development of the countries participating in the project, it is clear that everywhere there is a decrease in motivation to learn and develop in a large number of young people. This results in early school leaving, inertia, lack of interest, a crisis of trust in institutions and the community, antisocial behaviour and unhealthy lifestyles in general.

During one of the brainstorming sessions at the project's kick-off meeting in Ghana in January 2020, the partners agreed that the proposed training programme should very precisely meet the needs of both youth instructors and potential young learners. This means that it is necessary to know in depth the target group and the national specifics of the participating countries. The attention of the project teams must be equally focused on programme content and form.

It is very important that experienced trainers can not only attract the attention of the audience but keep it and inspire participants not to give up.

To develop and maintain motivation, it is important to have a leader whom young people can trust. A leader who defines a clear vision and development strategy, who motivates them and to whom they are loyal. Young people need to find meaning and perspective in what they do, to feel that they are developing and that they are going in the right direction.

According to the partners, additional elements of the programme with a motivating effect are:

- Participation certificates;

- social media activities;

- a series of events to upgrade knowledge and skills and maintain the spirit of cooperation in the community;

- recognition and evaluation of the efforts of the trainers, other participants and the community;

- small encouraging prizes.

Adopted from:

Devision. (n. d.). Motivate Inspire and Dream: A Youthworker Guide on Motivation. Retrieved from: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1221/Motivate %20inspire%20dream%20brochure.pdf

Goleman, D., Boyatzis, E., & McKee, A. (2013). Primal Leadership: Unleashing the Power of Emotional Intelligence. Boston: Harvard Business Review Press.

Maxwell, J. C. (1993). Developing the Leader Within You. Nashville: T. Nelson.

Maxwell, J. C. (2015). How Successful People Grow: 15 Ways to Get Ahead in Life. New York: Center Street.

Examples of good practices and local workshops

This chapter contains a collection of good practices and workshops for encouraging active youth participation. They have been developed and locally implemented during the course of the 4YOUTH project. They represent the project's fundamental methodology and are based on the following elements: encouraging youth participation, usage of tools for youth participation, and developing and strengthening soft skills and competencies for employment.

Clean up Celje

Title	Clean up Celje
Aim	The project aims to raise awareness of the importance of environmental protection among young people, including the "zero waste" philosophy and recycling, while at the same time encouraging the development of environmental values.
Goals	Clean the environment by collecting waste at five different locations around the city of Celje.
Methods	Practical approach
Materials needed	Protective gloves, garbage bags and waste collection pliers.
Timing	The projected time is five hours: • First five minutes – introduction and division into groups • Next 15 minutes – walk to the location • Two hours – cleaning • 30 minutes – lunch break • One hour and 45 minutes – cleaning • 15 minutes – walk to the youth centre • Last 10 Minutes – evaluation
Target group	Youth (students aged 14 – 20 years) and teachers
Group size	959 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation questionnaire

Preventive Youth Workshops

Title	Preventive Youth Workshops
Aim	The main aim of the project was to accelerate the development and socialization processes of young people and prevent social exclusion.
Goals	Create a positive self-image and acquire social skills among students. Involvement of primary school students in active social life.
Methods	An interactive workshop conducted by previously trained volunteers.
Materials needed	/
Timing	The projected time is 45 minutes: • First five minutes – introduction • Next 30 minutes – social games, role-playing and simulation games • Last 10 minutes – evaluation
Target group	Elementary school students - eighth and ninth grade
Group size	15 - 20 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation questionnaire

Social Entrepreneurship Laboratory (SELAB)

Title	Social Entrepreneurship Laboratory (SELAB)
Aim	To develop knowledge and practical skill about youth social entrepreneurship initiatives.
Goals	To develop: • Creativity and critical thinking for the generation of innovative ideas; • skills for validation of ideas; • preparation of the ideas for implementation; • presentation of the ideas.
Methods	Teamwork, brainstorming, presentations, visualization.
Materials needed	Pens, markers, paper A4, flipchart sheets, coloured sticky notes, room with chairs and 5 tables, internet, multimedia.
Timing	The projected time is 8 hours for one full day or two half days: • 45 minutes – brainstorming sessions • One hour – lecture (theoretical presentations) • 150 minutes – teamwork • One hour – presentations from the participants • 45 minutes – introduction, evaluation, discussion, closing • First five minutes – introduction • 10 minutes – energizing • 15 minutes – activity one • 30 minutes – activity two • 30 minutes – activity three • 30 minutes – pause • One hour – activity four • 30 minutes – activity five • 90 minutes – pause • 90 minutes – activity six • 30 minutes – pause • One hour – activity seven • 15 minutes – discussion • 15 minutes – evaluation • Closing of the LAB
Target group	Youth & youth workers
Group size	Up to 20 people

Step by step implementation	1. Introduction & Energizing (09.00-09.15)
	2. Brainstorming session – What is social entrepreneurship? / slido.com (09.15- 09.30 – A1)
	3. Presentation: What is social entrepreneurship and what is not? (09.30-10.00 – A2)
	4. Brainstorming session: Find a challenge around you; Moderation matrix (10.00-10.30 – A3)
	5. BREAK (10.30-11.00)
	6. Validating ideas – Bono Hats (11.00-12.00 – A4)
	7. Presentation: Development of ideas: Social Lean Canvas Model (12.00-12.30 – A5)
	8. LUNCH (12.30-14.00)
	9. Work in small groups: Pitch preparation (14.00-15.30 – A6)
	10. BREAK (15.30-16.00)
	11. X-Factor: presentation of the ideas and evaluation (16.00-17.00 – A7)
	12. Group discussion, feedback, the closing of the LAB (17.00-17.30)
Evaluation tool	Feedback questionnaire SELAB / Appendix 1

Appendix 1
FEEDBACK FORM

Social Entrepreneurship Laboratory (SELAB)

Venue:	Date:

Dear participants, please share your impressions and benefits of the training completed by evaluating from 1 to 5 the statements below. Please note the following meaning on the scale: 1 – I totally disagree, 2 - I do not agree, 3 - I am not sure, 4 - I agree, 5 - I fully agree.

1.	The overall organization of the training was good.	1	2	3	4	5
2.	The training venue was appropriate.	1	2	3	4	5
3.	The timing was appropriate.	1	2	3	4	5
4.	Time was allocated appropriately.	1	2	3	4	5
5.	The training was carefully prepared.	1	2	3	4	5
6.	The information provided was clear and understandable.	1	2	3	4	5
7.	Practical exercises and discussions help to understand the topics.	1	2	3	4	5
8.	Everyone has the opportunity to actively participate and share knowledge/opinions during the training.	1	2	3	4	5
9.	My knowledge of SE is improved.	1	2	3	4	5
10.	My skills for participating in SE initiatives are bettered.	1	2	3	4	5
11.	My presentation skills are improved.	1	2	3	4	5
12.	My creativity and critical thinking for the generation of innovative ideas are improved.	1	2	3	4	5
13.	My skills for the validation of ideas are developed.	1	2	3	4	5
14.	I will recommend to my colleagues to get involved.	1	2	3	4	5

I consider it important to add (areas of improvement):

Thank you for your participation!

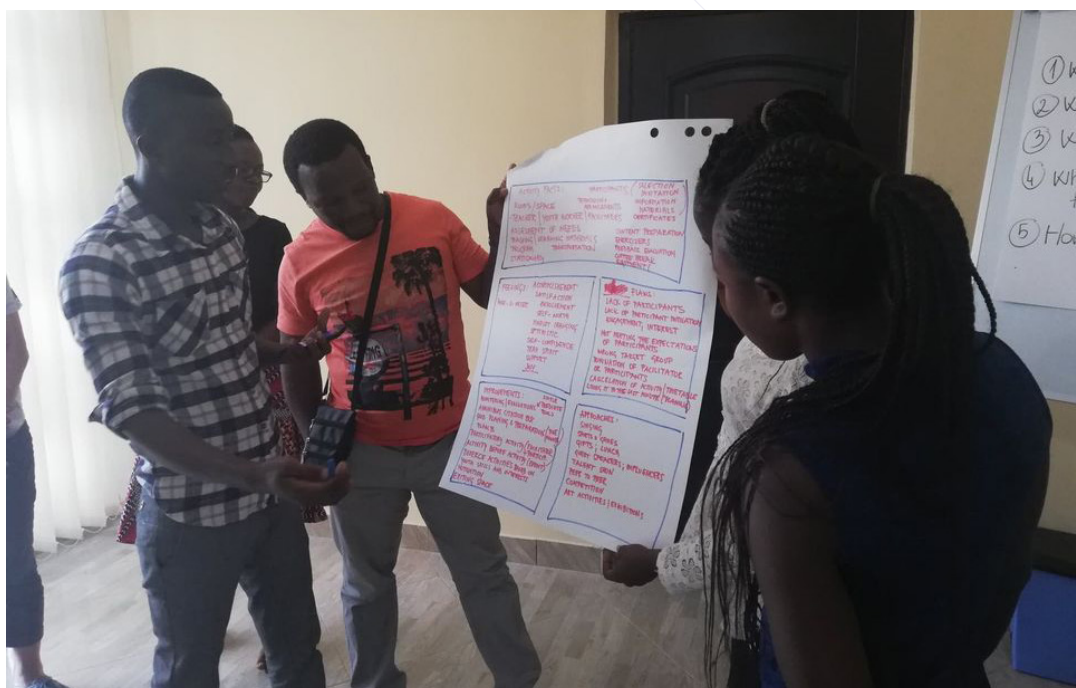## Social Competences Development Training – Introduction

Title	Social Competences Development Training - Introduction
Aim	To stimulate young people to develop their knowledge and skills in management and entrepreneurship and discover and develop their transversal competences.
Goals	To provide participants with: Information about the value of social competences for the labour market; • an example of individual training needs investigation; • piece of evidence about the advantages and benefits of soft skills training.
Methods	Teamwork, brainstorming, group discussions, presentations, self-evaluation, and interactive exercises.
Materials needed	Pens, markers, paper A4, flipchart sheets, coloured sticky notes, room with chairs and 5 tables, internet, multimedia projector.
Timing	The projected time is 8 hours for one full day or two half days: • 30 minutes – Brainstorming sessions • 90 minutes – Lecture (theoretical presentations) • 45 minutes – Group work • 30 minutes – Self-evaluation • Two hours – Practical exercises (discussions) • 45 minutes – Introduction, evaluation, discussion, closing	• First 15 minutes – introduction • 30 minutes – activity one • 15 minutes – activity two • 30 minutes – activity three • 30 minutes – pause • 30 minutes – activity four • 45 minutes – activity five • 15 minutes – activity six • 90 minutes – pause • 15 minutes – activity seven • 30 minutes – activity eight • 15 minutes – activity nine • 30 minutes – activity ten • 30 minutes – pause • 15 minutes – activity 11 • 45 minutes – activity 12 • 30 minutes – closing: group conclusions, feedback.
Target group	Youth and youth workers
Group size	Up to 20 people

Step by step implementation	1. Introduction & Energizing (09:00-09.15)
	2. Brainstorming session: Market of competences (09.15- 09.45 – A1)
	3. Presentation: Social competences and labour market (09.45-10.00 – A2)
	4. Self-evaluation session (10.00-10.30 – A3)
	5. BREAK (10.30-11.00)
	6. Presentation: The essence of soft skills training (11.00-11.30 – A4)
	7. Work in a small group: profile of the trainer; motivation of the participants; difficult participants (11.30-12.15 – A5)
	8. Group discussion (12.15-12.30 – A6)
	9. LUNCH (12:30-14:00)
	10. Presentation: Types of learning (14.00-14.15 – A7)
	11. Practical exercise (14.15-14.45 – A8)
	12. Presentation: Personal SWOT analysis (14.45- 15.00 – A9)
	13. Practical exercise (15.00-15.30 – A10)
	14. BREAK (15:30-16:00)
	15. Presentation: SMART goal (16:00-16:15 – A11)
	16. Practical exercise (16.15-17.00 – A12)
	17. Group discussion, feedback, and closing of the training (17.00-17.30)
Evaluation tool	Feedback Questionnaire / Appendix 2

FEEDBACK FORM

Social competences development training - introduction

Country:	Date:

Dear participants, please share your impressions and benefits of the 5 lessons completed by evaluating them from 1 to 5 the statements below. Please note the following meaning on the scale: 1 – I totally disagree, 2 - I do not agree, 3 - I am not sure, 4 - I agree, 5 - I fully agree.

1.	The overall organization of the training was good.	1	2	3	4	5
2.	The training venue was appropriate.	1	2	3	4	5
3.	Timing (period for carrying out training) was appropriate.	1	2	3	4	5
4.	Time was allocated appropriately.	1	2	3	4	5
5.	The training was carefully prepared.	1	2	3	4	5
6.	The information provided was clear and understandable.	1	2	3	4	5
7.	Practical exercises and discussions help to understand the topics.	1	2	3	4	5
8.	Everyone had the opportunity to actively participate and share knowledge/opinions during the training.	1	2	3	4	5
9.	Now I know more about soft skills.	1	2	3	4	5
10.	My self-knowledge is bettered.	1	2	3	4	5
11.	Good mood prevails during the training.	1	2	3	4	5
12.	This way of learning is enjoyable for me.	1	2	3	4	5
13.	I wish to continue soft skills training in more details.	1	2	3	4	5
14.	I will recommend to my colleagues to get involved.	1	2	3	4	5

I consider it important to add (areas of improvement):

Thank you for your participation!

Moringa Cosmetics Production

Title	Moringa Cosmetics Production
Aim	To make the youth self-independent
Goals	To equip the youth to make moringa cosmetics, after the activity, each person will make a cream/balm.
Methods	Practical approach, demonstration
Materials needed	Water, shea, wax, moringa leaves/powder, essential oil, petroleum jelly etc.
Timing	The projected time is one hour: • First 5 Minutes – introduction • Next 10 Minutes – theory • Next 25 Minutes – demonstration/practical • Next 10 Minutes – questions • Last 10 Minutes – evaluation
Target group	Youth and youth workers (aged 15 – 25 years)
Group size	Minimum 10 and maximum 30 people. No Exempt.
Step by step implementation	1. Introduction 2. Demonstration 3. Questions 4. Evaluation
Evaluation tool	Questionnaire

Permaculture Design Course

Title	Permaculture Design Course
Aim	For young people to understand permaculture and a balanced ecosystem.
Goals	• For youth to develop observation skills, learn how nature responds to challenges and apply these ideas to human needs • For them to have a deeper understanding of organic farming and food production
Method	DIY method, practical approach
Materials needed	Laptop, projector, marker board, maker, flip chart
Timing	The projected time is three hours: • First ten minutes – introduction • Next 20 minutes – method one • Next 20 minutes – method two • Next 20 minutes – BREAK • Next 20 minutes – method three • Next 20 minutes – method four • Next 20 minutes – BREAK • Next 20 minutes – method five • Next 20 minutes – method six • Next ten minutes – evaluation
Target group	Youth and youth workers (aged 15 – 25 years)
Group size	Minimum 10 and maximum 20 people. No exempt.
Step by step implementation	1. Introduction 2. Presentation 3. Practical Example 4. Evaluation
Evaluation tool	Evaluation questionnaire

Landscape Restoration

Title	Landscape Restoration
Aim	To teach youth how to protect the environment.
Goals	• Equipping youth with skills and knowledge on how to restore degraded land. • For young people to recognize and condemn the factors that pollute the environment.
Methods	DIY method, practical presentation, brainstorming
Materials needed	Projector, laptop, table, sample soil, dry grass, flip chart, markers.
Timing	The projected time is 1 hour and 30 minutes: • First ten minutes – introduction • Next 40 minutes – methods • Next 20 minutes – practical • Next ten minutes – questions • Next ten minutes – evaluation
Target group	Youth and youth workers (aged 15 – 25 years)
Group size	Minimum 15 and maximum 30 people.
Step by step implementation	1. Introduction 2. Presentation 3. Practical work 4. Evaluation
Evaluation tool	Evaluation questionnaire

Youth Farmers Field Day

Title	Youth Farmers Field Day
Aim	To expose youth to the opportunities available in the Agricultural sector.
Goals	Imparting agribusiness mindset to young people to stimulate innovation and creativity in agriculture.
Methods	Sharing success stories, role play, question and answers, songs and poems.
Materials needed	Stationeries, PA system, soft drinks and water, transportation, and tables for a showcase.
Timing	- ten minutes - arrival and registration - ten minutes - introduction and welcome remark - five minutes - get to know (energizer) 30 minutes - role play from participants (students) 30 minutes - songs and poems from participants (students) - ten minutes - BREAK - ten minutes - success stories from young farmers 15 minutes - question and answers 30 minutes - field observation (visiting the well-performed demo plot) - all student 20 minutes - visiting a showcase table (for innovations that have been prepared by students) - ten minutes - speech from a guest of honour - ten minutes - Prizes for 3 well-performed demo plots - five minutes - energizer 20 minutes - success stories from young farmers 20 minutes - question and answers 10 minutes - evaluation 10 minutes - a closing remark - Departure
Target group	Secondary school students (14 – 17 years old)
Group size	60 – 70 students

Step by step implementation	1. Preparation of demo plots in secondary schools (3/2 months before the event) - demo plots are to be managed by secondary school students and supported technically by youth workers.
	2. Meeting with school administration & local government authorities to inform them about the Youth Farmers Field Day.
	3. Setting the event organizing committees.
	4. Informing the agribusiness clubs to start preparing songs and poems, and innovations that are to be shared with others.
	5. Preparing a place for the event (must be in a school where a demo plot has performed better than others).
	6. Sending invitation letters to local government authorities, school administrations, to young farmers who will share the success stories and other actors in the agriculture value chain.
	7. Preparation of materials to be used: stationaries, PA system and arrangement of transportation.
	8. Event day
Evaluation tool	Evaluation form

Youth in Agriculture Talk Show (a community radio programme)

Title	Youth in Agriculture Talk Show (a community radio programme)
Aim	Increase awareness and knowledge on agribusiness of the youth in the Lindi Region.
Goals	To motivate and encourage young people to engage in agribusiness.
Methods	Interview and debates
Materials needed	Stationaries, fees for a radio program and transport
Timing	• Three minutes - introduction of the topic and the participants of the talk show (by radio presenter) • Two minutes - welcoming participants on social media pages of a radio station (by radio presenter) • Seven minutes - a brief description of the concept of youth in agribusiness (by a youth worker from AMSHA) • 20 minutes - talk show (contributions from representative - local government authority representative, youth farmers and other invited value chain actors) • Two minutes - BREAK • 20 minutes - contribution from Radio listeners (through phone calls and SMS) and followers on social media • Five minutes – summing up and closing remarks
Target group	• Young people (aged 15 – 35) • Actors and decision-makers in the agriculture sector and youth development.
Group size	500 to be reached direct and indirect
Step by step implementation	1. Preparing the topic of the talk show and preparing a budget for the program. 2. Identify participants of the talk show based on a selected topic. 3. Organizing the program with a local radio station. 4. Preparation and sending invitation letters to the talk show identified participants. 5. Preparation of material to be used in the program. 6. Airing the Talk show. 7. Evaluating the comments made by followers on social media and listeners.
Evaluation tool	Post reach, likes and comments through social media pages

Engaging Malawi Young Generation for Sustainability

Title	Engaging Malawi Young Generation for Sustainability
Aim	This methodology aims to make sure that young people are engaged and take active roles in shaping sustainable approaches, which would have a big influence on making SDGs a reality.
Goals	• Engaging 60% of unemployed young in Chikwawa and Nsanje people in tackling the emerging global issues which are contributing to more suffering globally. • Creating awareness of sustainable natural resources management and sustainable agriculture as a sustainable model of business. • Creating sustainable solutions to issues affecting the youth in Malawi and globally.
Methods	Practical approach
Materials needed	List of materials, flip charts, markers, masking tapes, clothing, fuel, plastic trashes, plastic trashes, projectors, fuel, and genset.
Timing	• The projected time is two hours: • 15 minutes - introduction and group discussion • Ten minutes – gathering information • Ten minutes – defining the topic • 30 minutes – group discussion • 30 minutes – presentations • 20 minutes – wrapping up and developing action points • 15 minutes - evaluation
Target group	Young people aged 18-30
Group size	25-30

Step by step implementation	1. Introduction
	2. The facilitator introduces the topic to be discussed to the participants and asks participants to explain the topic in the form of a plenary, group discussion or any other interesting form (20 minutes).
	3. The facilitator gathers all the information from the participants and then looks at the similarities within the deliberation (ten minutes).
	4. The facilitator in collaboration with the participants makes their own commonly agreed definition of the topic (ten minutes).
	5. The participants are divided into groups to have a thorough discussion of the topic, as well as to explore more about the topic. During this moment the participants also decide whether to present their discussion in the form of drama, song, etc (30 minutes).
	6. The participants are given a chance to present what transpired in their group discussion (30 minutes).
	7. Wrapping up the discussion and agreeing on the action points (10 minutes).
	8. Developing action points (15 minutes)
Evaluation tool	Evaluation questionnaire

Young People as Available Idle Resources to Tackle Climate Change

Title	Young People as Available Idle Resources to Tackle Climate Change
Aim	This workshop aims to inspire youth to realise that they are the available existing manpower to address climate change.
Goals	• Increasing youth participation to address climate change. • Igniting the fire which could make the youth realise that they have the right to participate in the decision-making processes that impact them, especially focusing on climate change. • For the youth to be the solution they would want to be pertaining to climate change.
Methods	Open discussion
Materials needed	Flip charts, markers, masking tapes, clothing, fuel, plastic trashes, plastic trashes, projectors, fuel, and genset.
Timing	The projected time is two hours: • 15 minutes - introduction and group discussion • Ten minutes – gathering information • Ten minutes – defining the topic • 30 minutes – group discussion • 30 minutes – presentations • 20 minutes – wrapping up and developing action points • 15 minutes – evaluation
Target group	Youth aged 18-35
Group size	25-30

Step by step implementation	1. Introduction 2. The facilitator introduces the topic to be discussed to the participants and asks participants to explain the topic in the form of a plenary, group discussion or any other interesting form (20 minutes). 3. The facilitator gathers all the information from the participants and then looks at the similarities within the deliberation (ten minutes). 4. The facilitator in collaboration with the participants makes their own commonly agreed definition of the topic (10 minutes). 5. Then the participants are divided into groups to have a thorough discussion of the topic, as well as to explore more about the topic. During this moment the participants also decide whether to present their discussion in the form of drama, song, etc (30 minutes). 6. The participants are given a chance to present what transpired in their group discussion (30 minutes). 7. Wrapping up the discussion and agreeing on the action points (10 minutes). 8. Developing action points (15 minutes) 9. Evaluation
Evaluation tool	Focus group discussion, questionnaire

Archery Workshop

Title	Archery Workshop
Aim	The Archery workshop aims to help build muscle endurance and flexibility and develop hand-eye coordination and body strength. Archery teaches discipline, respect and self-control – something that carries over into pupils' attitudes, work habits and other school activities. Archery can also give the pupil a strong sense of personal achievement.
Goals	The goal is to introduce archery to all girls and boys of all abilities and disabilities. Coaches and teachers involved in school archery have found that pupils who do not normally participate and enjoy sports-related or extra-curricular activities seem to love and are good at this sport – it is a great option for the non-sporty and semi-sporty young people, as well as those who wish to try something new.
Methods	Practical approach
Materials needed	Bows, arrows, and targets.
Timing	The projected time is three hours 30 minutes: • First 10 minutes – introduction and division into groups • One hour – the start of the practice session • One hour – qualification round • 30 minutes – LUNCH BREAK • 30 minutes - the start of the competition • Last 30 minutes – evaluation
Target group	Youth (aged 18 – 29 years) and teachers
Group size	20 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Survey

First Aid Workshop

Title	First Aid Workshop
Aim	The workshop aims to create a space where youngsters can learn essential first-aid skills. It will help them build the confidence and willingness to help someone in an emergency, using everyday objects that they have around them. It will also show them where to get support if they have an injury or illness.
Goals	Teaching youngsters how to react in dire situations with injuries or diseases.
Methods	Practical and theoretical approach
Materials needed	First aid kit, tables, and chairs.
Timing	• The projected time is four hours: • First 15 minutes – introduction and division into groups • 45 minutes – theoretical approach • One hour – a practical approach to curing sickness • 30 minutes – LUNCH BREAK • One hour and 15 minutes – a practical approach to helping with injuries • Last 15 Minutes – evaluation
Target group	Youth (aged 13 – 20 years) and teachers
Group size	20 people
Step by step implementation	1. Introduction 2. Practical work 3. Theoretical work 4. Evaluation
Evaluation tool	Evaluation questionnaire

Journalism Workshop

Title	Journalism Workshop
Aim	The aim is to present definitions and identifications of news stories. How do news stories differentiate and what are the necessary components of a news story? We also aim to offer an introduction to entrepreneurship and self-employment as possible career pathways.
Goals	This class is suitable for those looking to become freelancers, expand on pre-existing freelance gigs, or find entry-level media. Students with undergraduate degrees can take this class to test their aptitude and appetite for graduate school in journalism. Other students may want to explore personal interests along the lines of a hobby or learn how to tell nonfiction stories focused on environmental or political causes, business or non-profit organizations, and other interests. Student-teacher interactions simulate a newsroom environment.
Methods	Practical and theoretical approach
Materials needed	Classroom, cameras, and tripod.
Timing	The projected time is five hours: • First 10 minutes – introduction • Two hour – theoretical introduction • 30 minutes – LUNCH BREAK • Two hours – practical work • Last 20 Minutes – evaluation
Target group	Youth (aged 15 – 29 years) and teachers
Group size	10 people
Step by step implementation	1. Introduction 2. Practical work 3. Theoretical work 4. Evaluation
Evaluation tool	Evaluation survey

Stop Motion Animation

Title	Stop Motion Animation
Aim	The aim of the workshop is to show youngsters how stop-motion animation is one of the simplest and most effective ways to create an impressive animation. The workshop leader teaches students how to make stop-motion animation step by step, frame by frame.
Goals	• The stop motion animation workshop for schools enhances learning through visual and creative language for all age groups. • Using common resources with fresh approaches to tell a story requires students to think about their subjects in new ways and see their materials in a new light. Animations can be imaginative and as surreal as possible through the use of Post-it notes, collage, 3D models and even the human body. • Students will learn how to use modern digital technology to animate, edit, and produce their short films, providing a primer in contemporary media. • Reading and writing skills can be developed through storytelling, and other academic subjects can be explored as well, such as science, maths and history. This art workshop can get students thinking about other educational endeavours in creatively refreshed ways.
Methods	Practical approach
Materials needed	Canvas, projector, laptop, cameras, and tripods.
Timing	The projected time is four hours and 30 minutes: • First 15 minutes – introduction and division into groups • One hour – filming different situations • One hour – analysing a finished recording • 30 minutes – LUNCH BREAK • One hour – presenting final work • 30 minutes – grading presented work • Last 15 minutes - evaluation
Target group	Youth (aged 15 – 29 years) and teachers
Group size	15 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation survey

Create, Cook and Consume

Title	Create, Cook and Consume
Aim	We aim to show youngsters how to in a fun, educational and tasty way prepare a number of food themes such as one-pot dishes, takeaway favourites, food for mood and concentration, cooking on a budget, healthy eating and cooking for profit!
Goals	• The workshops are a personal development opportunity – giving young people experience of catering and a taste of a job in the food/hospitality industry. • Supplements the Food Technology element of the National Curriculum (which is sometimes neglected). • Offers an introduction to entrepreneurship and self-employment as a possible career pathway. • Helping young people lead healthier lifestyles and change attitudes surrounding food. Encourage a habit change at an early age, rather than further down the line.
Methods	Practical approach
Materials needed	Cooking appliances
Timing	The projected time is three hours: • First ten minutes – introduction and division into groups • One hour – preparing food • 30 minutes – LUNCH BREAK • One hour 15 minutes – cooking/baking • Last 15 Minutes – evaluation
Target group	Youth (aged 15 – 29 years) and teachers
Group size	16 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation survey

Getting Your Ideas Across

Title	Getting Your Ideas Across
Aim	The aim is to improve the communication and thinking skills of youngsters. Participants will learn how to debate and share their views with their peers in a positive way and with control over their strong feelings, thus improving and strengthening interpersonal relationships.
Goals	• Participants will learn how to develop their ideas and then present them to the public. First, students choose from a series of activities, such as games or discussions, through which to explore the subject of their choice, which can range from world poverty to the best type of pasty. • Through discussion and the exchange of ideas, students will learn valuable skills necessary for healthy interpersonal relationships. Participants will work together to enhance and encourage each other's presentations. By listening to their peers' ideas and also sharing their own, students learn the value of each other's opinions and views. • Participants will use creative techniques to get their ideas across. With art supplies, cameras, and computers, students convey their ideas through methods like, blogging, and poster-making. The techniques teach children how to communicate through nonverbal methods.
Methods	Practical approach
Materials needed	Canvas, marker, and laptop.
Timing	The projected time is seven hours: • First 15 minutes – introduction and division into groups • One hour – discussion of a problem • Two hours – painting ideas • 45 minutes – LUNCH BREAK • Two hours – presenting final work • 45 minutes – grading presented work • Last 15 minutes – evaluation
Target group	Youth (aged 15 – 25 years) and teachers
Group size	25 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation survey

Re-Connecting with Nature

Title	Re-Connecting with Nature
Aim	The aim of the Re-Connecting with Nature one-day workshop is to increase and strengthen the importance of nature that can help children and youth spend more time appreciating, understanding and acting for the natural world while being physically active in the outdoors. The workshop audience is diverse and includes youth group leaders, students, high school students and teachers.
Goals	Participants in this workshop will have the opportunity to understand the value and key concepts in reconnecting children and youth with nature. They will also improve their skills in facilitating experiences in nature with others, and identify valuable ideas, activities and resources for this work. Most importantly they will have fun and get to know other resourceful people, strengthening networks of people committed to reconnecting others with nature.
Methods	Practical approach
Materials needed	Hiking boots, appropriate clothing
Timing	The projected time is three hours: • First 10 minutes – introduction and division into groups • One hour – the start of the hike • 30 minutes – LUNCH BREAK • One hour – returning from a hike • Last 20 minutes – evaluation
Target group	Youth (aged 15 – 29 years) and teachers
Group size	35 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation survey

Importance of Green Environment

Title	Importance of Green Environment
Aim	The aim is to cultivate a lasting legacy of environmental sustainability by engaging local communities in tree planting. Participation in the workshops will contribute to social integration at a local level.
Goals	Making the city greener and providing a better future for further generations.
Methods	Practical approach
Materials needed	Protective gloves, rakes, and shovels.
Timing	The projected time is three hours: • 30 minutes – introduction and division into groups • One hour – planting trees • 30 minutes – LUNCH BREAK • 45 minutes – planting trees • Last 15 Minutes – evaluation
Target group	Youth (aged 15 – 29 years) and teachers
Group size	35 people
Step by step implementation	1. Introduction 2. Practical work 3. Evaluation
Evaluation tool	Evaluation questionnaire

International Youth Day

Title	International Youth Day
Aim	Increasing public attention to young people; exchanging ideas and practices among youth people.
Goals	Presenting the project and good practices; attracting young people to join the NGO sector; promotion of the activities of the National School of Management.
Methods	Public discussions, collaborating with other NGOs, energizers, and ice-breakers.
Materials needed	Creative and art materials, promotional materials, questionnaires and role-playing cards.
Timing	• The projected time is four hours: • Five minutes - introduction • Ten minutes - energizer • 45 minutes - presentation of the project • 20 minutes - promoting the activities of the National School of Management • One hour - Q&A session • 10 minutes - wrapping up of the formal part • 90 minutes - non-formal continuation of the event
Target group	Youth workers, youth people and stakeholders
Group size	More than 50
Step by step implementation	1. Organizing a public event for International Youth Day; 2. involving as many youth people as possible; 3. carrying out the event; 4. non-formal evaluation.
Evaluation tool	Non-formal feedback – „backpack" tool – personal expressions and insights

Local Workshops for Gaining Social Skills

Title	Local Workshops for Gaining Social Skills
Aim	Developing social skills of youth workers and youth people; encouraging proactive behaviour.
Goals	• Engaging youth leadership; • encouraging participants to be more active on the local level; • illustrating innovative tools for developing social and life skills.
Methods	Activities for awareness of strengths and weaknesses, improv theatre approach, role-playing games for developing effective communication and active listening, reflection and discussion tools, and feedback tools.
Materials needed	Creative and art materials, handouts and illustrations.
Timing	• The projected time is from six to eight hours: • Five minutes - introduction • 15 minutes - energizer • One hour - introductory activities • One hour - group discussion on the topic • One hour - LUNCH BREAK • Two hours - social skill development activities • One hour - group reflection • 20 minutes – wrapping up • 20 minutes - evaluation
Target group	Youth workers and youth (students living in Sofia)
Group size	12 – 20 people
Step by step implementation	1. Announcement of the workshops; 2. participants' selection; 3. realization of the workshop; 4. activities for introducing and getting to know each other; 5. activities for social skills development; 6. reflection on the impact and improvement.
Evaluation tool	Non-formal feedback: „backpack" tool - personal expressions and insights and formal feedback: filling in an anonymous feedback form.

The importance
of evaluation

By considering evaluation generally, we might state that it surrounds us. Every day, we tend to assign values to various goods and services. We evaluate products, personnel, policies, outcomes, and even programmes. Evaluation, in essence, is the process of determining an entity's merit and value (Alkin & Vo, 2018).

Programme Evaluation

Programme evaluation is a process during which the programme is critically examined. It entails gathering and analysing data regarding the actions, traits, and effects of a programme. Its goal is to assess a programme, increase its efficacy, and/or provide information for programming decisions. It is the methodical appraisal of a subject's validity, worth, and relevance through the use of standards-based criteria. It must be carried out methodically, according to a set plan. By taking into account potential sources of inaccuracy and removing them, or at the very least studying them and understanding how they could affect the findings, programme evaluation develops credibility (Meera, 2022; Alkin & Vo, 2018).

Program design and execution can benefit from evaluation. It is not enough to have good intentions and a coherent programme concept. To make sure your efforts are as efficient as possible, it is crucial to regularly evaluate and modify them. You may achieve your goals more effectively by using evaluation to find areas that need improvement. There are numerous ways for a programme to fall short of delivering the desired results without unanticipated undesirable side effects or doing it in a sustainable, economical manner. You can use the information acquired during the evaluation process to determine programme priorities and find the answers to inquiries regarding the degree of participation, acceptability, and impact of suggested programmes. Besides, evaluation gives you a chance to show how well your programme is working. The data you gather enables you to more effectively explain the effects of your programme to others and attract potential funding (Meera, 2022; Alkin & Vo, 2018; Sufian et al., 2011).

What Does Good Evaluation Consist of and How to Integrate It Into The Programme?

A well-thought-out and meticulously carried out evaluation will benefit all stakeholders more than one that is quickly put together. Despite your potential perception that you lack the necessary abilities, understanding evaluations early on and making a thorough plan will help you get through the process You should decide whether the evaluation is feasible, identify the stakeholders, and define your objectives. Create a plan to engage the stakeholders at every stage of the evaluation. They should feel at ease bringing forward ideas in the connection between them and the evaluators, which should include two-way communication (Meera, 2022; Sufian et al., 2011).

The evaluation must be specifically adapted to your programme's objectives and build on already existing evaluation expertise. It should aim for inclusivity and honesty and should recognize diversity. The results should be as objective as possible and all people involved and impacted by the programme should be consulted for their opinions. Replicability, or the likelihood that another person might carry out the same evaluation and obtain the same results, is an indication of a good evaluation (Meera, 2022).

You can better understand the needs of your target audiences and how to address those needs by creating and implementing an effective evaluation system. You will be able to create goals that are more realistic and quantifiable, track progress towards goals more efficiently, gain a better understanding of evaluation, and boost the efficiency and pro-ductivity of your programme. Strategic planning is an integral part of an effective evalu-ation system. Identify means to quantify goals and objectives as well as a desired future vision for your programme. You should also consider how you could gather, analyse, and apply the information you obtain to support your decisions. Moreover, do not forget to continuously revisit and upgrade your strategy and strive towards building an evaluation culture within your organisation (ibid.).

Types and Uses of Evaluation

There are different types of evaluation methods, which are being used for different purposes. In the following section, we will focus on the five main types of programme evaluation, namely, formative, summative, process, outcome, and impact.

Formative Evaluation
Formative evaluation is used during the process of programme development. It is normally carried out when dealing with either a new programme or a modified one. This approach aims to make sure that the programme and its activities before the programme are actually executed and suit the needs of the target audience. By employing this technique, we may identify programming gaps and weaknesses early on and change them to better suit the needs of recipients (Meera 2022; The Peak Performance Center, 2022).

Summative Evaluation
In contrast to the formative evaluation, summative evaluation usually takes place once the program's activities are over. It attempts to assist the stakeholders in determining if the programme should be modified or continued in its current form. The program's level of goal achievement is revealed by this type of evaluation method (ibid.).

Process Evaluation
A process review establishes whether the programme has been carried out as anticipated and is operating according to plan. To address potential inadequacies, a process review is often performed throughout the programme. It aims to determine the actual functionality of the programme. Stakeholders will be better prepared to provide feedback on the programme and utilise the information to improve subsequent actions as a result of the findings of a process evaluation (ibid.).

Outcome Evaluation
The purpose of outcome evaluation is to assess whether the programme has met its desired learning goals. It determines what skills the target audience acquired. The focus of outcome evaluation is on the beneficiaries' altered skills, attitudes, intentions, behaviours, and knowledge, as a direct result of the programme (ibid.).

Impact Evaluation
Impact evaluation measures the influence on ultimate business goals and performance in addition to learning objectives. They emphasise long-term changes and their impacts on the behaviours of the target audience (ibid.).

Methods and Techniques

Evaluation is methodologically diverse. Methods may be qualitative or quantitative, and they include:

- **Interviews:** interviews are conducted with the beneficiaries and participants of a project to know the impact that the project has brought to their community, their lives and the people around them.
- **Focus group discussion:** project implementers or executors will organize focus group discussions for project beneficiaries to discuss the benefits or impacts it has brought to their lives.
- **Observation:** observation will be conducted by project workers to see whether the project is serving its purpose or otherwise.
- **Meeting notes:** there are going to be periodic meetings with the community members and beneficiaries of the project to listen to their concerns, comments, and suggestions about the project which will all be taken into consideration.
- Other evaluation tools are case studies, survey research, statistical analysis, marketing research, statistical survey, case study, etc.

Standards of Evaluation

During the last few decades, many different evaluation standards were developed. Various expert groups assess the calibre and objectivity of evaluation processes depending on the subject of interest. The following standards are the evaluation standards developed by the Joint Committee on Standards for Educational Evaluation (JCSEE). They have been explained in detail in the JCSEE's publication The Program Evaluation Standards: A Guide for Evaluators and evaluation users, 3rd. ed (2010). The JCSEE represents an official source for evaluation standards in Canada and the United States of America. "The committee consists of professional organization representatives and subject matter experts, who are charged with the task of reviewing, updating, developing, and disseminating standards to meet the needs of the evaluation field" (JCSEE, 2022).

The programme evaluation standards developed by JCSEE fall under five broad categories, namely: utility standards, feasibility standards, property standards, accuracy standards, and evaluation accountability standards.

Utility Standards
The utility standards are meant to increase how valuable evaluation procedures and outcomes are to programme stakeholders in terms of meeting their demands. They include the following measurements: the credibility of the evaluator, the attention devoted to stakeholders, negotiated purposes, explicit values, relevant information, meaningful processes and products, timely and appropriate communicating and reporting, concern for consequences and influence (Yarbrough, D.B., Shula, L.M., Hopson, R.K., & Caruthers, F.A., 2010).

Feasibility Standards
The goal of the feasibility standards is to improve evaluation efficacy and efficiency. They include project management, the practicality of procedures, contextual viability and the use of resources (ibid.).

Property Standards
What is appropriate, fair, legal, right, and just in evaluations is supported by the propriety standards. We can break them into responsive and inclusive orientation, formal agreements, human rights and respect, clarity and fairness, transparency and disclosure, conflicts of interests, and fiscal responsibility (ibid.).

Accuracy Standards

These types of standards are meant to strengthen the reliability and veracity of evaluation representations, propositions, and conclusions, particularly those that support interpretations and judgements regarding quality. They look at justified conclusions and decisions, valid information, reliable information, explicit programme and context description, information management, sound design and analysis, explicit evaluation reasoning, and communication and reporting (ibid.).

Evaluation Accountability Standards

The evaluation accountability standards promote sufficient assessment documentation as well as a metaevaluative viewpoint centred on accountability and process improvement for evaluation methods and outcomes. They include evaluation documentation, internal metaevaluation, and external metaevaluation (ibid.).

Adapted from:
JCSEE. (2022). Home. Retrieved from: https://evaluationstandards.org

Yarbrough, D.B., Shula, L.M., Hopson, R.K., & Caruthers, F.A. (2010). The Program Evaluation Standards: A guide for evaluators and evaluation users (3rd. ed). Thousand Oaks, CA: Corwin Press.

Evaluation Findings

The findings from the project should be well documented in a report and published on the website and other relevant platforms (if the funding or donor organization permits) and a hard copy kept in the project files for future guidance. This will help execute similar projects in the future; it will also inform donors/sponsors if the project was successfully accomplished.

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Supervision

If vision means seeing, supervision means overseeing, checking on someone by peering over their shoulder. The term 'super' is then used to refer to something exceptional or remarkable, such as aiding someone in expanding their knowledge and professional abilities. The act of supervising someone or something is the definition of supervision. Yet, the supervision goes much beyond that. An approach to work that attempts to alleviate professionals so they can deal with difficult situations in a productive way and keep their capacity for learning is referred to as a supervision. It aids the professional to uphold and grow their professionalism and potential on the individual level (Halpern, & Mckimm, 2009).

In addition to helping professionals learn, solve difficulties that arise at work, and cope with stressful situations as effectively as possible, supervision also strives to integrate real-world experience, develop and spread information, and link specialists. Personal difficulties are only handled to the extent that they are directly relevant to the professional experience in question. Experience in professional work is the subject of supervision.

We are familiar with the individual, dyad, triad, group, and team supervision depending on the number of participants. The six components of a typical supervision meeting are as follows: an overview of the supervisors' current situation and general well-being, agreement on the meeting's agenda, discussion of reports and reflections from the previous meeting, including a structured analysis of the supervisor, and a presentation and discussion of the specific supervision issue. It is a well-documented procedure that is systematic, ongoing and lasts for a specific amount of time. Mutual trust and respect for the person's personality and professional background form the cornerstone of a successful supervisory relationship (Borders, 2012).

Supervision in Youth Work

Youth work is very challenging and demanding. When working with young people, one must mentor and direct them as they develop their physical, emotional, intellectual, and social skills and grow into adults. Youth work by its nature is a stressful occupation, often characterised by long hours, a hectic schedule, working with young people facing difficult situations, and a scarcity of resources. Working under pressure and juggling a variety of scenarios that demand their attention are experiences that youth workers are all too familiar with. The function is varied and may involve attending to young people's needs, funding agencies' requirements, relationships with co-workers and management, and the rising administrative workload. Like with other helpful careers, the youth worker's primary tool is himself or herself. As a result, workers devote a lot of time to giving of themselves while trying to engage, inspire, care for, and empower the young people they deal with as well as tend to other areas of the job. Youth workers can only maintain this level of personal performance over the long term if they are also given assistance and resources for their work (Jenkinson, 2010).

Jenkinson (2010) found that most professionals who work with youth indicate formal supervision training is essential to their success as a supervisor. Youth workers indicate "gaining a clear understanding of the elements of supervision provided a framework on which to base their practice, and also a basis for the evaluation of the supervision process" (Olsen, & Burke, 2017).

Mentoring, Coaching and Appraisal

Specific examples of supervision include mentoring, coaching, and appraising, which all need a variety of social and communication skills:

- Mentoring is guidance and support provided by a more experienced colleague or through co-mentoring in which colleagues get together to provide help to one another;
- coaching is a type of supervision intended to maximise one's performance by maximising potential;
- an appraisal is a formal procedure designed to advance a person's professional performance, potential, and career development ideas (Halpern & Mckimm, 2009).

The Supervision Process

Since there are varying degrees of comprehension and commitment to the procedure, it can be difficult to practise supervision. While one person may view supervision as a crucial and essential component of youth work practice, another person may not perceive its particular value. People's judgements of the value of supervision are influenced by many factors. The degree of clarity and comprehension of what supervision entails, the people's prior experiences with supervision, and the level of agency management commitment and support regarding supervision are only a few of these factors (Jenkinson, 2010).

By the supervisor's questioning to attempt and help the supervisee see things from other points of view, the supervision process enables supervisees to re-establish their viewpoint of a certain circumstance or issue. This may occur during a single session or throughout several sessions and is a component of the iterative process depicted in the graphic below. It is frequently preferable to save suggestions until near the end of the conversation to aid others in reaching their conclusions and solutions. This does not imply that you shouldn't direct a supervisee, particularly in a time-sensitive clinical context (Halpern, & Mckimm, 2009).
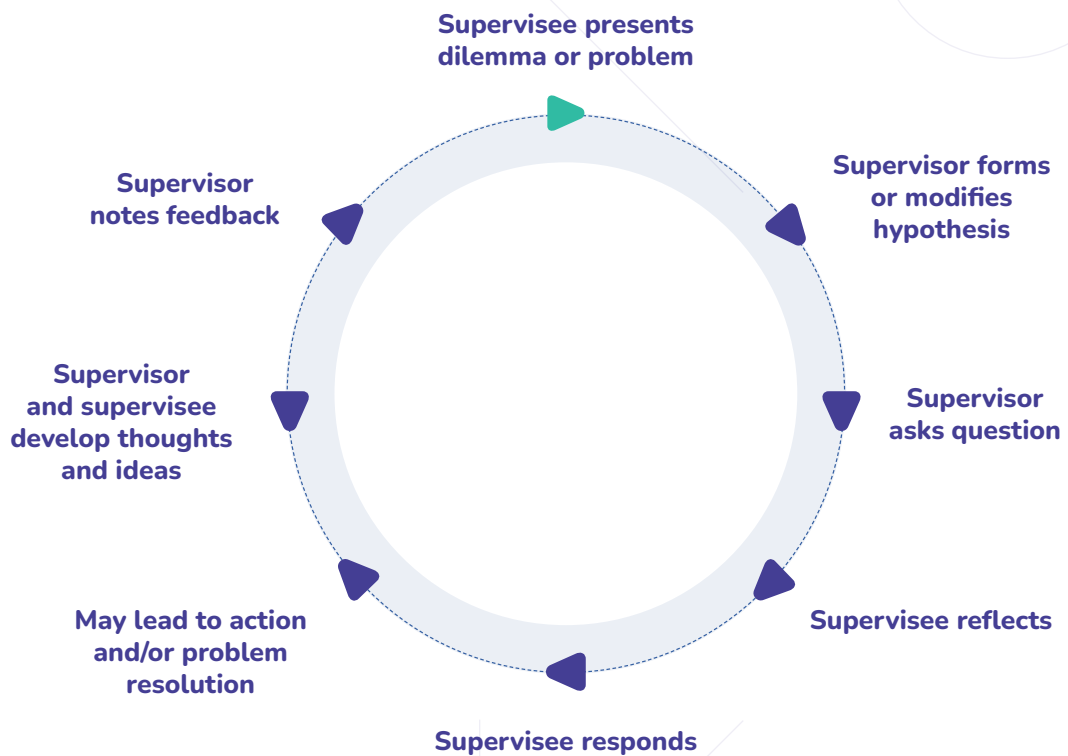

Image 1: The circular process of supervision

The Importance and Role of Supervision

The role of a supervisor comes with many responsibilities and functions that he or she must perform. Supervisors oversee the staff and the work schedule. They have to ensure that policies are being implemented as planned. They also represent the connection between the management and the workers, in terms of conveying information from one to the other. Supervisors do not only give instructions from the management to the employees but also report issues of the employees to the management. In this sense, they act as a mediator. They maintain direct contact with the employees, motivate them, boost their morale and provide them with guidance, training, feedback, and support. Supervisors often undertake the role of the mentor and role model to the workers. Their presence should also help avoid conflicts within the organisation. However, in case of misunderstandings, supervisors bear the responsibility to handle them respectfully. Additionally, supervisors should set goals for the employees, monitor and analyse their work performance and help them improve, or in other words, control the work performance of the staff. The act of supervision helps the organization preserve discipline, use its resources as efficiently as possible, keep the workforce united, and maintain quality relationships between the management and the employees, as well as among employees. Moreover, it makes it easier for people to express recommendations, criticisms, and grievances (Kalpana, 2021; Faris, 2019).

Questions Used in Supervision

Some useful general questions to ask in supervision according to Halpern & Mckimm (2009):

- What would you like to happen or what do you want?
- How will you know if this piece of supervision has been helpful to you?
- What do I need to know about...?
- What do you see as the main issues or your chief dilemma?
- What do you think are the main contexts influencing this situation?
- How do you understand...?
- What explanations do you have?
- How would you describe...?
- How would X view you or what is going on?
- What would X say?
- Has there been a situation like this before?
- When X does this what does Y do or how would Y react?
- What you have said made me curious about...
- How would a primary care trust manager, the General Medical Council or a lawyer regard this?
- What are the differences in beliefs, understandings or approaches between...?
- What do you think would need to happen?
- What would happen if you tried...?
- Where do you think things will be in ... (time)?
- What will happen if nothing changes?

Adapted from:

Borders, L. D. (2012). Dyadic, triadic, and group models of peer supervision/consultation: What are their components, and is there evidence of their effectiveness? Clinical Psychologist, 16 (2), pp. 59–71. Retrieved from: https://www.researchgate.net/publication/264658861 _Dyadic_triadic_and_group_models_of_peer_supervisionconsultation_What_are_their_components_and_is_there_evidence_of_their_effectiveness

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Halpern, H., & Mckimm, J. (2009). Supervision. British Journal of Hospital Medicine, 70 (4), pp. 226–229. Retrieved from: https://www.researchgate.net/publication/24267746_Supervision

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Olsen, H., & Burke, B. (2017). The Role of Supervision in Youth Work: Perceptions of Students Preparing to be Youth Workers. Journal of Youth Development, 12 (2), pp. 84–102. Retrieved from: http://jyd.pitt.edu/ojs/jyd/article/viewFile/ 171202FA005/492

Youthpass

What is Youthpass and How Do We Prepare It?

Youthpass is a tool for recognizing and presenting the results of learning processes. It is intended to reflect one's learning in the process of non-formal education. It helps the participants define concrete competencies they gained as a result of the project, which is additionally documented with a certificate. It is also a method that raises awareness of learning in solidarity and youth programmes.

Youthpass is produced by participants and leaders together at the end of the project. The first and second pages of the document are filled in by the organizations that applied for the project, and the other pages are filled in by the participants themselves with the support of the youth leaders. It includes descriptions of activities undertaken by the participant, and specific competencies gained by the participants and serves as a confirmation of participation. Technically, the preparation of the document takes place online. Organizations and individuals enter the information in a form on the website and at the end print and sign the completed form. The Youth in Action and European Solidarity Corps programmes can use it for their projects that are funded by the Erasmus+ programme. Through the Youthpass the European Commission ensures the recognition of learning experiences. It represents a part of the Commission's promotion of non-formal learning as part of its overall strategy because it:

- helps project participants think about project results and personal processes of non-formal learning. It allows them to write about the competencies they have gained during the project and describe their activities, while at the same time having the help of a mentor or leader;

- increases the social visibility of youth work;

- encourages youth and youth workers to take an active role as European citizens;

- focuses on enhancing young people's and youth workers' employability by helping them identify and articulate their abilities and by certifying their acquisition of important skills.

It is important to note that Youthpass does not give participants any rights. Moreover, it does not represent a formal accreditation of competencies and cannot act as a substitute for any formal qualifications.

Who Can Use Youthpass?

All approved projects and activities that are covered by the Erasmus+: Youth in Action and European Solidarity Corps programmes, can offer Youthpass, these include Youth Exchanges, Erasmus+ Volunteering, Structural Dialogue meetings, Mobility of Youth Workers, and Transnational Cooperation Activities. Participants in these projects are eligible to get a Youthpass certificate as proof of their non-formal learning accomplishments. Organisations that signed a contract to receive the Erasmus+ grant are in charge of issuing the Youthpass to participants who request one.

The Benefits of the Youthpass

Youthpass benefits the project, as well as its participants. It provides a certain structure of the learning process, which leads to more conscious attainment of competencies and information and makes young people more aware of their skills, various learning environments and methods. It also helps them find the right words and expressions to explain their skills, which can prove very helpful in the future when they have to prepare for job interviews or further projects. Furthermore, the Youthpass stimulates the youth to think about their wants and needs, because it enhances their Learning to Learn competence. It also increases recognition of global youth work and aids to raise awareness about its importance. Participants receive a formal participation confirmation and become better equipped to plan out what they still want to learn and how to achieve their set goals. Besides, they get better prepared for their entry into the labour market.

How to Prepare a Youthpass Presentation?

For young people, Youthpass is an opportunity to present their participation and learning in a structured way during the youth exchange and the whole process of project preparation, implementation and evaluation. It is useful in a job search or other training and mobility we encounter. Youthpass can be a tool that accompanies us all the time from the development of the idea onwards. During the assembly period, the important questions for Youthpass are the following: What do we want from the youth exchange and what and how do we want to learn? During the preparation period, we mainly think about using Youthpass as a tool to achieve the set learning goals, during the last preparation and implementation period, for example, participants can learn to take responsibility for a group of participants. we will learn from others when there will be reflection groups and the like. At the time of evaluation and completion, it is necessary to consider what our further learning goals are and what we will do with Youthpass in the future.

True learning mobility happens when we define learning outcomes and transfer them into our lives. This requires a process: recognizing, articulating, transmitting and translating what is learned. Each of these steps is an important part of the process. Recognition allows us to be aware of the experience. By articulating the learned experience, we give a name and thus connect it with what we already know or have already experienced. It helps us understand where in our lives this belongs. And that brings us to the next step - figuring out when we can use it. Some of this will be very obvious (use in similar situations), but for some ideas, it is good to have support to start thinking about different situations as well. We challenge young people by thinking about unknown situations, as it is harder for them to think of situations, they do not know yet. There is another step when we try to translate what we have learned into the language of those with whom we will talk. This also makes it easier for young people to write Youthpass.

Adopted from:

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Conclusion

Dear readers,

We have reached the end of the Youth Workers Together for Active Participation Handbook. Our hope is that the information contained in this document will help you better understand the meaning, importance, and value of youth work. There is a high level of youth inactivity in both the partner countries and throughout the world, making it imperative to find innovative and engaging ways for youth to become more active, stand up for their beliefs, and participate in various aspects of their everyday lives, including social, political, cultural, economic, and other facets. The Handbook offered various practical examples, motivational tools, and concrete approaches that youth organizations and youth workers can use to boost the involvement of youth at the local and broader levels. Additionally, we have explored the importance of:

- Involving youth in the youth organization structure, which provides them with the opportunity to shape the process and outcomes of projects;

- motivating young people to take an active role in society;

- evaluation, which serves as a critical examination of a given project;

- supervision, which can help an organization, its management and its workers to grow professionally as well as personally and

- Youthpass as an educational tool for a better understanding of one's own gained competencies.

Efforts will continue to be made by the partners to raise awareness about youth work and engagement, and the importance of active citizenship. Hopefully, we have inspired you to take action and to help others, especially youth, to do the same!

The 4YOUTH Team