



YES: Youth Engagement in Society

ERASMUS + KA2 PROJECT



GUIDELINES FOR IMPLEMENTATION

PART C #CONNECT



Erasmus+

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INTRODUCTION

Welcome!

Research shows that Young People Not in Education, Employment or Training (NEET) are more likely to become marginalized and to suffer from poverty, social exclusion, crime and mental/physical health problems, while at a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments. In fact, low self-esteem and self-confidence, typically present in this target, seems to be linked with increased isolation and lack of belonging, what contributes to the perpetuation of this cycle of decreased motivation to assume an active role in the community and increased social exclusion. This project aims to increase NEETs' Social Inclusion and promote Active Citizenship, by developing key competences in Youth NEET and train youth workers to address better to NEETs' needs, namely: the need to break the cycle of isolation/social exclusion; lack of motivation to become an active citizen; lack of self-awareness of their passions/talents and, even, the low self-esteem and lack of key-skills that are required to take an initiative and build an action plan to concretize it.

The main goal of the program is to support NEETs in acquiring and developing basic skills and key competences, in order to foster social inclusion, active citizenship and socio-educational/personal development.

We adapted the 3 areas of action of the EU Youth Strategy 2019-2027 (Engage, Empower and Connect) to develop the 3 Sections of our "YES: Youth Engagement in Society" program.





**CONNECTING YOUNG
PEOPLE ACROSS THE
EUROPEAN UNION AND
BEYOND TO FOSTER
VOLUNTARY
ENGAGEMENT, LEARNING
MOBILITY, SOLIDARITY
AND INTERCULTURAL
UNDERSTANDING.**

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7 | SOCIAL ENTREPRENEURSHIP & CREATIVITY

AIM & OUTCOMES

The main aim of this module is to reflect, develop and learn strategies to enhance creativity.

The objectives of this module pass by:

- To inspire participants to create their own methods and new games based on the existing ones.
- Develop strong methodological skills.
- Be able to solve any kind of problem in a creative way.
- Apply creative thinking to real-life business cases.
- Understand how things can be different from theory to practice.

The expected outcomes are:

- To be able to use creativity as a method for training other subjects such as entrepreneurship, environment, social inclusion, etc

In a nutshell, it is fundamental to enhance, promote and encourage creativity in youth.

SUB-TOPICS

7.1 | Design-Thinking and Creativity to identify community challenges/problems

7.2 | Creativity, innovation, and entrepreneurship

7.3 | Creative problem solving

7.4 | Social Entrepreneurship

DURATION

4-6 hours



COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Imagining alternative ways of doing things, enterprising, remaining open to new ideas, original thought

SKILLS

- An alternative way of thinking
- Practical skills on how to turn things into something different
- Analytical skills
- Time management
- Practical skills
- A creative way of thinking
- Communication skills
- Entrepreneurship skills
- Problem-solving skills

ATTITUDES

- Positive thinking
- find alternative solutions
- A solution-based mindset, especially on how to tackle down unemployment
- take initiatives to solve their own problems and not expecting other
- Merging ideas

ASSESSMENT GUIDANCE

In this module, we want to introduce to the participants an alternative way of thinking a more creative one. It is essential at the beginning to start by letting them imagine what creativity is and how it can help human beings and especially young people in order to solve a problem and become innovators. BY introducing to the participant's activities that are not well spread, will be a great asset as they will have to come up with their ideas and discussions on how creative thinking can contribute to their personal and professional life in a positive way.

After this participants will develop their own ideas and create something concrete. they will learn to put into practice what they learn and they will move from theory to practice. By being creative it will allow participants to tackle social problems, become more active and global citizens.

In the end, participants will have to evaluate their skills into a pizza evaluation. The facilitator will draw a circle in a pizza shape for participants to say which activities they liked the most. it has to explain that they can draw their sign in the middle of the pizza circle for the activities they liked the most. The further away from the center will be the activities they didn't like so much;

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1792/Booklet-compressed.pdf

https://www.um.edu.mt/einnform/home/aims_and_objectives

7.1 | DESIGN THINKING AND CREATIVITY TO IDENTIFY COMMUNITY CHALLENGES/PROBLEMS

THEORETICAL CONTEXT

“Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.”

Three reasons why people are motivated to be creative:

- need for novel, varied, and complex stimulation
- need to communicate ideas and values
- need to solve problems

The need of solving a problem makes us being creative by finding other alternatives and looking from different perspectives. we have to generate new possibilities and alternatives

Creativity is not only measured by numbers but also by how unique each alternative is and how innovative it is. it is linked to other, more fundamental qualities of thinking, such as flexibility, tolerance of ambiguity or unpredictability, and the enjoyment of things heretofore unknown.”
Human Motivation, 3rd ed., by Robert E. Franken

Each person has its unique personality therefore for one problem we may have a variety of thinking ways and working styles. with creative thinking, you see numerous ways to achieve something, ways that can justify the strong and weak aspects of the skills of the people.

Creativity can give us solutions that were not there, or even realizing that the problem needs another solution and a different perspective in order to work. having said that it builds the ability to break any stereotypes and boundaries that might appear and act accordingly depending on the problem. It encourages us to look at other perspectives and even open up to the idea of new solutions.

Creative thinking is also important for other reasons:

Thinking creatively provides immense freedom.

When we create, we have the opportunity to engage with the world without judging ourselves. It's similar to what we felt when we were a child. Back then we didn't care what people thought of us.

Creative thinking provides self-awareness.

We start to think with authenticity as we use our own thoughts, feelings and beliefs. This creates biases in our ideas, but we can learn to set those aside and deeply learn about ourselves.

Creative community development

Creativity can help also to address challenges. In order for these challenges to have a solution, the imagination needs to be cultivated, supported by decision-makers and other parties. Communities can be for inclusive with less social problems, if creativity takes the place of old practices than no longer work in the modern communities.

RESOURCES

- <http://www.csun.edu/~vcpsy00h/creativity/define.htm>
- https://www.academia.edu/6456350/The_Handbook_of_Creative_Writing
- https://www.salto-youth.net/downloads/toolbox_tool_download-file-831/Creativity%20and%20innovations.pdf
- <https://www.lifehack.org/788835/creative-thinking#more-tips-to-boost-your-creativity>
- <https://www.frbsf.org/community-development/publications/community-development-investment-review/2019/november/building-capacity-for-creative-community-development/>

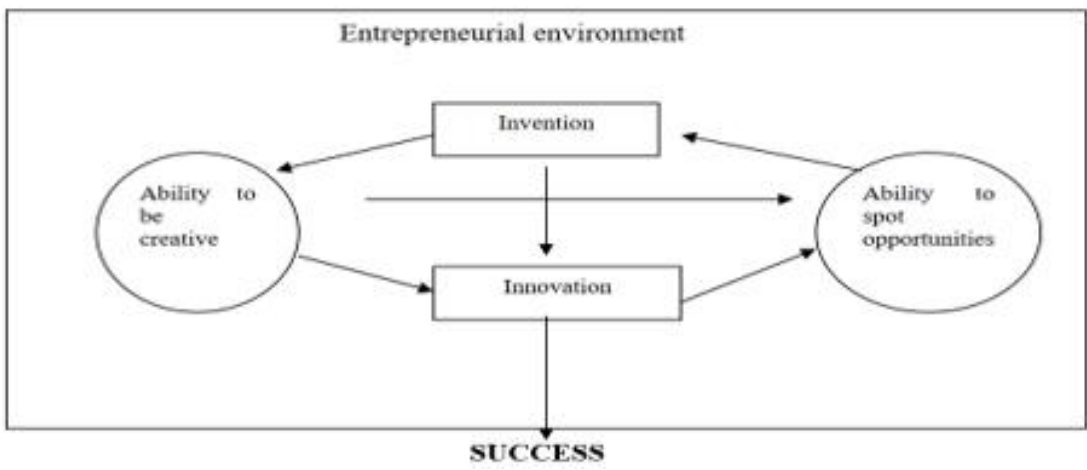


7.2 | CREATIVITY, INNOVATION AND ENTREPRENEURSHIP

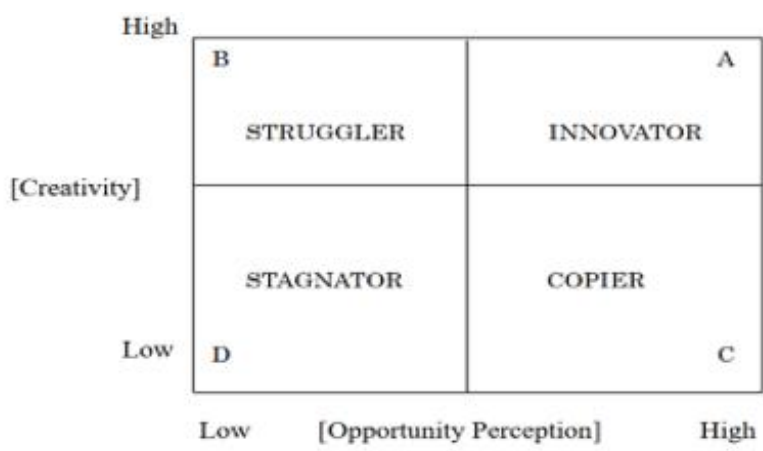
THEORETICAL CONTEXT

Over time, entrepreneurship has become associated with creativity, the ability to develop something original, particularly an idea or a representation of an idea. Innovation requires creativity, but innovation is more specifically the application of creativity.

Creativity is linked with entrepreneurship. “Creativity is the starting point whether it is associated with invention or opportunity spotting. This creativity is turned into practical reality (a product, for example) through innovation. Entrepreneurship then sets that innovation in the context of an enterprise (the actual business), which is something of recognizable value”.



Burns. P (2005) further developed a matrix that differentiates ‘innovators’ from copiers, based on high or low propensity for creativity and opportunity perception.

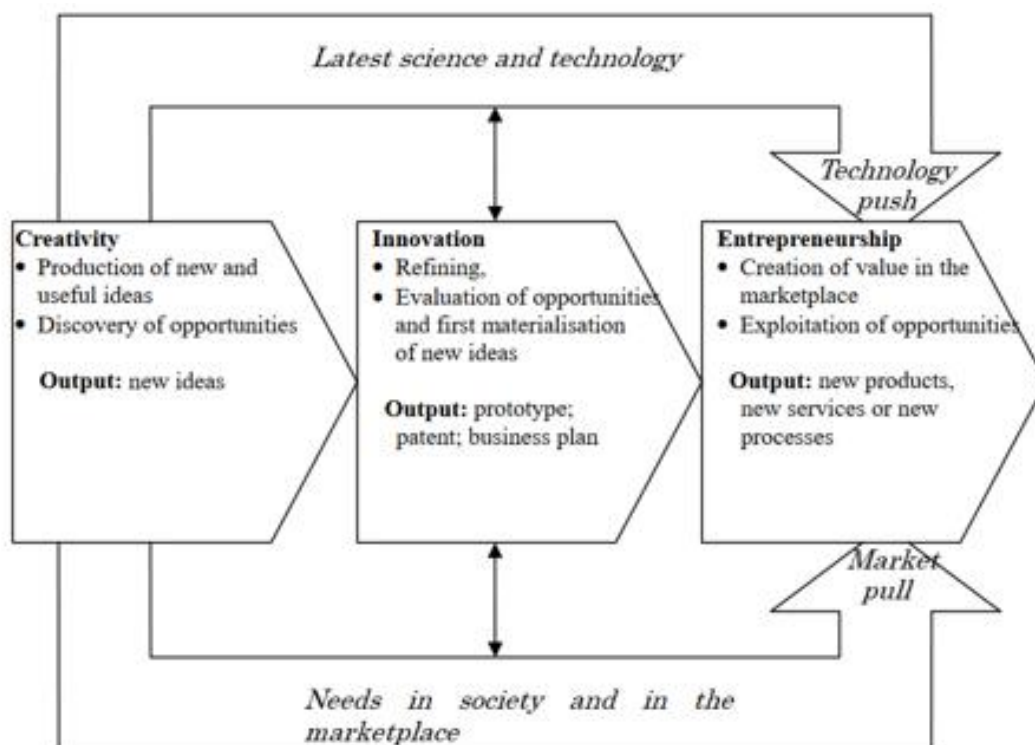


Quadrant A: a person that has a combination of creativity and being able to lead an entrepreneurial action or idea

Quadrant B: The struggler is the person that lacks lack of entrepreneurial orientation. Results in a waste of ideas.

Quadrant C: The lack of creativity, this person copies existing ideas without using its own.
 Quadrant D: Stagnators are finding the entrepreneurship environment too competitive.

According to Schaper & Volery (2004), the below representation is an oversimplification of the links between creativity, innovation, and entrepreneurship as a process model:



Creativity opens the spectrum of young people to come up with ideas regarding problems they may have. Sometimes their personal problems can be developed into entrepreneurial ideas and become successful businesses. From a problem many solutions may occur and some of these solutions may lead to excellent ideas on becoming enterprises and businesses, This is why creativity is important. When you come up with a variety of solutions around you , you can be effective and be innovative.

RESOURCES

- <http://pages.intnet.mu/neoxionix/hans/SUPERGEM/Unit%205%20.pdf>

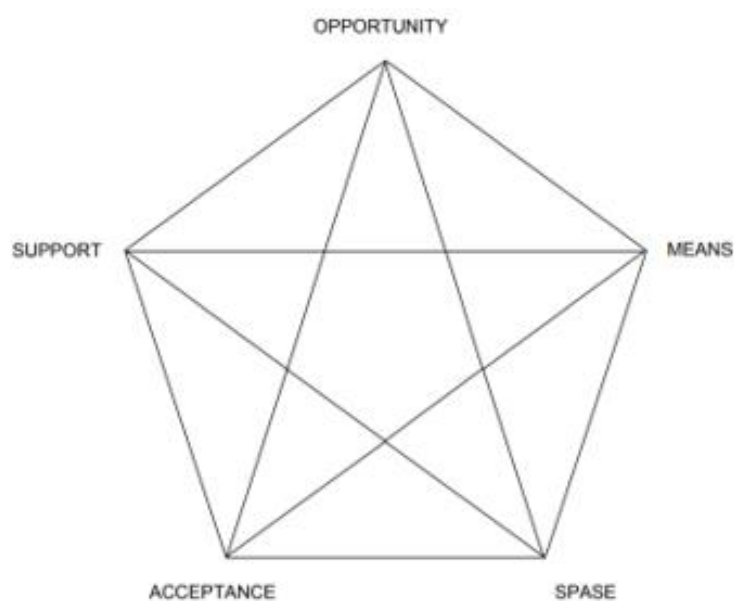


7.3 | CREATIVE PROBLEM SOLVING

THEORETICAL CONTEXT

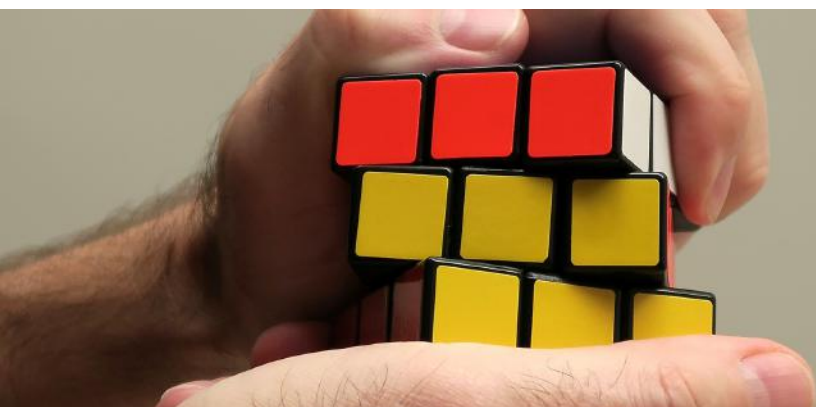
It gives motivation to people by removing the fears to make a mistake or failure. People by moving from theory to practice they are more aware of the dangers of a project not to achieve and they are more aware of how this project can succeed and pass all the obstacles that may occur. Most of the time it gives space to participants to find alternative ways and solutions in order to get to the desirable results.

By using creativity in solving a problem it gives you space to evaluate the problem and find solutions that can improve the problem and use means that before weren't there.



RESOURCES

- https://www.salto-youth.net/downloads/toolbox_tool_download-file-832/Creativity%20in%20our%20realities.pdf



7.4 | SOCIAL ENTREPRENEURSHIP

THEORETICAL CONTEXT

Social entrepreneurship is the recognition of a social problem and through a business you achieve or at least try to make a social change.

It focuses on researching more deeply a social problem that happens in a community or on a more global scale. A social enterprise tries to bring a desired change to the community. An ideal social enterprise must be a lifetime process and bring a positive change in the society. A social business is associated with non profit sectors and organisations, but that does not mean that eliminates the need of making profit.

An entrepreneur and especially a social entrepreneur thinks creatively, as they need to come up with a solution of a specific problem, a solution that is unique and never existed before. The entrepreneur need to finds new way of approaching the problem, in order to have creative ideas on tackling down the problem. More than this an entrepreneur needs to have courage, because this innovative process is risky and might fail. But with courage and determination this risk might bring results to the community and the social problem he/she want to tackle.

Social entrepreneurship can be described as “doing business for a social cause” or “to solve a societal issue” and also be referred to as altruistic entrepreneurship.

A social entrepreneur is an individual that try to find an innovative solution to social problems by combining commerce and social issues in a way that improves the lives of people connected to the cause. The success is measured not only in terms of profit, but also as a result of an improvement of the society for the better.

The common characteristics of social entrepreneurs are:

- Achieve large scale social change
- Focus on the social or ecological change they want to make while earning money to support the change
- Innovate when looking for a solution to a social problem
- Use feedback to adapt and refine

RESOURCES

- https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition
- <https://www.managementstudyguide.com/social-entrepreneurship.htm>
- https://www.csef.ca/what_is_a_social_entrepreneur.php
- <https://www.thesedge.org/socent-spotlights/22-awesome-social-enterprise-business-ideas>

PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Creative writing-Black Out
SUB-TOPIC(s)	1. Design-Thinking and Creativity to identify community challenges/problems
OBJECTIVE(s)	Expand their creativity skills Think out of the box No limitations in creativity
TIME	30 minutes
MATERIALS & PREPARATION	Newspaper, A4 paper, Flipchart, markers, scissors
INSTRUCTIONS	Give participants a piece of newspaper or magazine. Each participant will work individually on their newspaper . they will have with them a marker. They will have to black out sentences they don't want from the newspaper and leave the words or sentences they want. After collecting these sentences and words they will have to write their poem and decorate it on another piece of paper. Each participant will make something unique and decorate it as they want (colours, collage etc).
DEBRIEFING/ EVALUATION	How did you feel? Was it difficult or easy? Was it helpful to create something with the help of newspapers?
TIPS FOR TRAINERS	Give as much time as needed to participants to complete the task .If people want they can say they poetry out loud or even hang it in the training room.

ACTIVITY #2	
TITLE	Creativity through upcycling
SUB-TOPIC(s)	2. Creativity, innovation and entrepreneurship
OBJECTIVE(s)	To help young people to be creative and start thinking on a more sustainable way of life -Entrepreneurial skills -environmental consciousness -think out of the box
TIME	40 minutes
MATERIALS & PREPARATION	Fabric Paint, Stamps, Scissors, T-shirts
INSTRUCTIONS	Firstly, each participant will have a normal t-shirt any colour. They will use the scissors to cut out the neck and arm stripes. After that they will cut into strips the bottom part of the t-shirt in a more symmetrical way possible, 1 centimetre maximum . Using the stripes, they will tie up the stripes with each other. TIP: better tie up . opposite stripes and make sure everything has a pair. once you tie up all the stripes you will create a tote bag. After the creation of the bag, participants may decorate it as they want with fabric paint and stamps provided. After they have the final product they will try to explain to the others and try to "sell" their idea to the others.
DEBRIEFING/ EVALUATION	How is it to upcycle? Does it take a lot of effort to change your life style? Is creativity helpful to change the world?
TIPS FOR TRAINERS	Make sure everyone is safe with the scissors, prepare before hand some stamps for participants to use make an introduction on why we make this workshop -sustainable life -reduce waste -reuse old clothes -protect the environment

ACTIVITY #3	
TITLE	Loesje's method in the creative writing and critical thinking
SUB-TOPIC(s)	1. Design-Thinking and Creativity to identify community challenges/problems
OBJECTIVE(s)	Collective text-writing Influence other thinking Loesje promotes the right to Freedom of Speech and Expression through using this creative way of producing messages to be distributed across the countries.
TIME	40 minutes
MATERIALS & PREPARATION	Post It, Flipchart, Markers
INSTRUCTIONS	<p>Participants by the end of this activity will create posters and share them with their network and friends</p> <p>Each participant will write a word/quote on the post it provided. They have to write as much things they come to their mind and write it down .</p> <p>The subject of the posters can be about environment, social inclusion, empowerment etc.</p> <p>Once they write down individually their quotes they will come into a circle and show to the rest of the group the post. The facilitator will try to categorise based on the subject the post it and ask participants to pick a group to work on</p> <p>The participants in groups will discuss the proposed words/quotes and create together quotes based on the post they have in front of them. They are free to paraphrase them and create something collective. Once they have the quotes ready (it can be more than one quote each team) they should write it down on a bigger flipchart and decorate it in order to make their message stand out. Once all groups are ready they will present the final posters and digitize them in order to be easier to be shared on social media networks.</p>
DEBRIEFING/ EVALUATION	<p>How was the activity?</p> <p>How did you cooperate?</p> <p>Was it difficult to come up with a result?</p> <p>Does having the same/different opinion affect human relations?</p>
TIPS FOR TRAINERS	<p>This method is based on a collective text-writing workshop (writing in a group and not as a single individual). The collective text-writing aims to let participants get influenced by each other's thoughts and cultures.</p> <p>Making others see things in a different way is always nicer than telling them what to do.</p> <p>Say things in a different way; swap-subject and object in a sentence or turn the contest around</p> <p>QUESTION: You can make people think about, or reassess, a topic they've taken for granted by asking them a question about it.</p>

ACTIVITY #4	
TITLE	Entrepreneur of the Year
SUB-TOPIC(s)	2. Creativity, innovation and entrepreneurship 4. Social Entrepreneurship
OBJECTIVE(s)	<p>Encourage the creation of future businesses</p> <p>To reflect and exchange opinions about the youth unemployment and entrepreneurship in different European countries</p> <p>To empower participants for active promotion of youth employment and entrepreneurship</p> <p>Raising youth employability skills</p> <p>Encourage innovations and creativity</p> <p>Foster the employability of young people</p> <p>Strengthening youth initiatives,</p> <p>Personal and professional development</p>
TIME	3 hours
MATERIALS & PREPARATION	A cartoon box, Markers, Scissors, Tape, 10m Thin rope, newspaper, Wood Glue, 1 flipchart paper, Paint, Brushes
INSTRUCTIONS	<p>This activity will be divided into 4 parts</p> <p>Firstly the group will be divided into groups of 4-5 people. Each Group will receive a Box full of the above mentioned materials. The Group as a team will have to come up with an idea on</p>

	<p>creating a service or a product with the provided materials. they are only allowed to all of the materials or just the ones they prefer in order to create their service or product. It is essential to clarify that they have to be innovative and creative, and come up with ideas that are realistic. Each group has 40 mins to work in their teams. Once they are done with creating a service or product for 20 mins they have to come up with a business plan in order to test the sustainability of their idea, the marketing strategy, the risk of the idea and the promotion of it. The second phase will be based on filming: instructions will be given to the groups to create video for the promotion of their product or service. As we want to keep it simple, they can use their phones, cameras and film with a creative and unique way of promoting their service or product and why it is worth attracting the interest of their audience. The video should be max 2 minutes long.</p> <p>At the third stage all groups will gather in plenary with their products or services and with the marketing skills they created before they have to sell their innovative idea to the rest of the groups. Participants will be given fake money in order to trade their products. the group keep the money they gained for the next stage</p> <p>The fourth stage will be the final countdown for all services and products. 3 externals will be the jury in order to decide which product deserves the title "Entrepreneur of the year" The group will demonstrate the idea along with a projection of the promotional video. The jury then after watching all teams will evaluate the most innovative creative and unique idea to become the winner. Then groups with the most money from the previous activity will take 2nd and 3rd titles.</p>
DEBRIEFING/ EVALUATION	<p>This activity is a simulation of having an idea and realizing it in real time. It is essential for participants to understand the difficulties of having an idea and actually realizing it. This will make participants think more carefully of their ideas and create alternative plans on how this idea can be sustainable. Participants get to understand how it looks to have your own business and product, and among other competitors they have to stand out and be unique. One of the main skills participants gain is to improve the knowledge and skills in the field of graphics, marketing and visual design.</p>
TIPS FOR TRAINERS	<p>The title of the "Entrepreneur of the year" will only give them motivation to take the task more seriously.</p> <p>You can use this exercise for any kind of topic with participants. For example it can be used to promote a service, a tool, an idea.</p>

ACTIVITY #5	
TITLE	Social entrepreneurship model canvas
SUB-TOPIC(s)	4. Social Entrepreneurship
OBJECTIVE(s)	<p>To share and exchange best practices, tools, ideas and challenges among youth</p> <p>Promote active inclusion and engagement of communities</p> <p>To improve social entrepreneurship knowledge, skills and attitudes for the sustainable development of rural communities and not only</p>
TIME	60 minutes
MATERIALS & PREPARATION	Model Canvas, Pens, Markers, Flipchart, Post it YES_Annex_M7_A5
INSTRUCTIONS	<p>Facilitators at first will ask participant if they know what a social business is. The facilitator will show this phrase to the participants "A social enterprise is a cause-driven business whose primary reason for being is to improve social objectives and serve the common good." After giving them some time to think, the facilitator will ask them to give their understanding of what a social business is and he/she will write down the answers in the flip chart. Then the facilitator will give the official term of what a social business is in order for participants to be aware of what exactly is.</p> <p>He/she will project the model canvas business plan and give explanation for each box individually, After this he/she will give some time to the participants to come up with a social business idea that will tackle a specific problem in their community and the world. This idea should be something original, and able to be done. After this the group will be divided into teams of 4-5 and share in their teams the business ideas they had.</p> <p>Last step, the facilitator will give each team a flipchart with the model canvas, and each team should write one of the ideas, that is more unique and realistic. With the contribution of the rest of the team, they should all work in teams and fill out the flipchart with their business idea they have as a team. After 30' mins each team will present to the plenary their idea.</p>

DEBRIEFING/ EVALUATION	<p>How was the experience?</p> <p>Why is it different from any other business?</p> <p>What is the greater cause of these enterprises?</p> <p>Do you believe this is the future of businesses?</p>
TIPS FOR TRAINERS	<p>This activity should be a helpful environment for the promotion of youth entrepreneurship. Provide youth, especially those with fewer opportunities coming from disadvantaged backgrounds, with information, training, advice, coaching and mentoring on entrepreneurial activities. Foster an entrepreneurial attitude, mindset and culture among youth. Enhance young people's entrepreneurial skills.</p> <p>Facilitators should be in position to help the participants on filling out the social business model correctly and remind them that it is essential to have a social cause. Example of Social Business Model Canvas.</p>

RESOURCES

- <https://www.mindtools.com/pages/article/team-building-communication.htm>
- <https://www.youtube.com/watch?v=zgpaM3u2zng>
- https://www.salto-youth.net/downloads/toolbox_tool_download-file-2219/CC_booklet_V1_compressed.pdf
- https://www.salto-youth.net/downloads/toolbox_tool_download-file-1501/Loesje%20poster_print.pdf
- <https://www.socialbusinessmodelcanvas.com/>
- <https://www.niagaraprospertyinitiative.ca/uploads/Resources/Using%20the%20Business%20Model%20Canvas%20for%20Social%20Enterprise%20Design.pdf>
- https://www.youtube.com/watch?v=-j-_Y7D35H4



8 | PLANNING AND PROBLEM SOLVING

AIM & OUTCOMES

The aim of this module is to understand the techniques necessary to become a proficient problem solver. In addition to this, candidates will learn how to make the correct decisions, and understand the process in doing so.

The learning outcome of this module offers candidates confidence to make decisions within their lives or within projects and other aspects. Candidates will have learned how to identify, plan and implement their plan for further education, apprenticeship, seeking job employment or starting their own business.

SUB-TOPICS

- 8.1 | Tree Analysis
- 8.2 | S.W.O.T. Analysis
- 8.3 | How to Identify a Problem
- 8.4 | How to Solve a Problem
- 8.5 | Mindmapping analysis

DURATION

7-10 hours



KNOWLEDGE

- **Understanding the community challenges**
- **The understanding of the S.W.O.T. analysis tool and its practical application**
- **The understanding of what a problem is and how it can be solved**
- **The understanding of using the Mindmapping Tool will assist NEETs candidate to be able to visually develop, ideas, plan and implement solution, and understand the relationship between various parties, element or challenges**

- Understanding the community challenges
- The understanding of the S.W.O.T. analysis tool and its practical application
- The understanding of what a problem is and how it can be solved
- The understanding of using the Mindmapping Tool will assist NEETs candidate to be able to visually develop, ideas, plan and implement solution, and understand the relationship between various parties, element or challenges

SKILLS

- Able to identify community challenges and design solutions
- Able to use the S.W.O.T. analysis tool to identifying own strengths, weaknesses, opportunities and threats
- An understanding of how to Identify a Problem and various Problem Solving Techniques
- Able to use the Mindmapping Tool (non-formal learning method), as a visual aid to develop self-confidence so that they can plan and implement solution/s

- Able to identify community challenges and design solutions
- Able to use the S.W.O.T. analysis tool to identifying own strengths, weaknesses, opportunities and threats
- An understanding of how to Identify a Problem and various Problem Solving Techniques
- Able to use the Mindmapping Tool (non-formal learning method), as a visual aid to develop self-confidence so that they can plan and implement solution/s

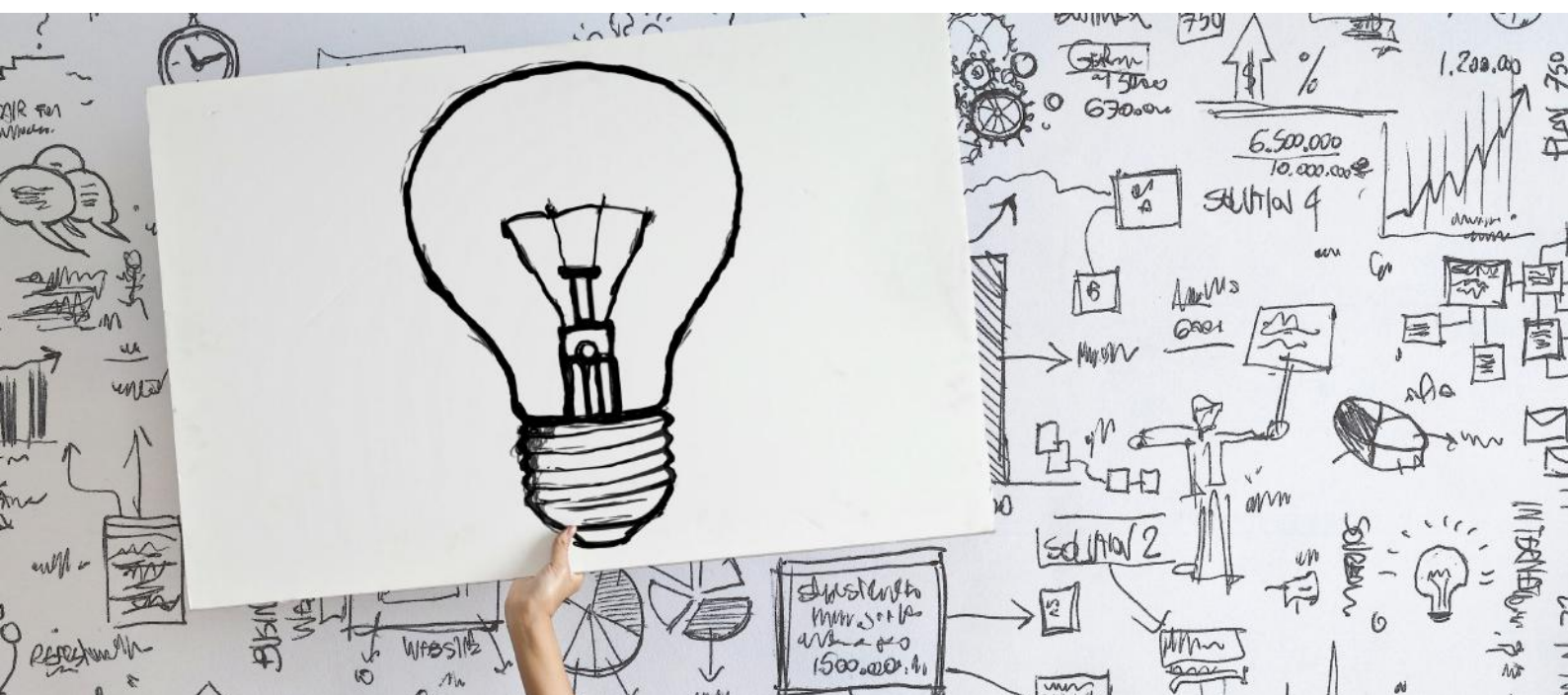
ATTITUDES

- Positive outlook on problems and planning
- Reduced stress
- Resilience
- Confidence

- **Positive outlook on problems and planning**
- **Reduced stress**
- **Resilience**
- **Confidence**

The tools can offer the measures to assess competences developed, including non-formal education techniques, and visual impact of activities used. These evidences of the tools can be recorded and compared, evaluated for the life-cycle of the candidate.

Mindmapping Tool will be able to visually highlight, measures to assess competences developed, including using this non-formal learning tool as a visual impact of in using this tool. The evidences of the tool can be recorded and compared, evaluated for the life-cycle of the candidate.



8.1 | THE TREE ANALYSIS

THEORETICAL CONTEXT

Problem tree analysis is a technique that helps someone to plan and develop a problem in order to come up with solutions and map the problem that may occur. It represents the anatomy of a problem. The problem tree analysis can have some advantages when it comes to problem solving. Firstly, it helps focus on objectives by breaking the problem into smaller parts and seeking the root of the problem. By doing this, it helps building a strong solution. The process of analysis often helps build a shared sense of understanding, purpose and action.

Problem tree analysis is best carried out in a small focus group of about six to eight people using flip chart paper or an overhead transparency.

Firstly, when working on a team, is to discuss a certain problem or issue in order to be analyzed. Even if a topic is big, participants through discussion will come up with solutions and identify the social problem that occurs. The focal point will be the main problem through discussion. Participants can use the trunk of a tree to describe an actual issue that everyone feels passionately about. This tree analysis will help participants to find the causes and consequences of the problem by discussing it with each other and sharing their thoughts and insights. The aim of the exercise is the discussion, debate.

Some of the questions that can be asked to help participants are :

- Does this represent the reality?
- Which causes and consequences are getting better, which are getting worse and which are staying the same?
- What are the most serious consequences? Which are of most concern?
- Which causes are easiest / most difficult to address
- What decisions have we made, and what actions have we agreed?

RESOURCES

- [https://www.odi.org/publications/5258-planning-tools-problem-tree-analysis#:~:text=Problem%20tree%20analysis%20\(also%20called,map%2C%20but%20with%20more%20structure.&text=The%20process%20of%20analysis%20often,of%20understanding%2C%20purpose%20and%20action.](https://www.odi.org/publications/5258-planning-tools-problem-tree-analysis#:~:text=Problem%20tree%20analysis%20(also%20called,map%2C%20but%20with%20more%20structure.&text=The%20process%20of%20analysis%20often,of%20understanding%2C%20purpose%20and%20action.)

8.2 | S.W.O.T. ANALYSIS

THEORETICAL CONTEXT

The aim of the S.W.O.T. analysis tool is to offer NEETs candidates the opportunity to help them to establish their Strength, Weaknesses, Opportunities and Threats, including understanding the challenges which they may face/experience. Use the S.W.O.T. analysis methodology to help them to understand and plan to overcome any of the weaknesses and threats. Take advantage of the opportunities they may be faced with. In addition to this, candidates will learn how to identify and take advantage of their strengths.

The personal S.W.O.T. analysis tool require the candidate to discuss and complete the following: Their STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS in relation to the challenges by writing down or (use post pad stickers if these was done as a group exercise).

The S.W.O.T. analysis is an excellent tool to tease-out the candidates' perception of their abilities. The main aim of these are to be able to understand their strengths and weaknesses, and how to encourage them to recognise the opportunities and understand the threats. The only limitation are, if the candidate does not give a true and accurate record or their answers.

S	W	O	T
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Internal attributes that help achieving the project objectives: - What advantages do you have? - What do you do better than anyone else?	Internal attributes that stop achievement of the project objectives: - What could you improve? - What should you avoid?	External conditions that help achieve the project objectives: - What good opportunities can you spot? - What interesting trends are you aware of?	External conditions that could damage the project: - What obstacles do you face? - Who or what might cause you problems in the future and how?

RESOURCES

- https://www.mindtools.com/pages/article/newTMC_05.htm
- <https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis>
- <https://www.business.qld.gov.au/starting-business/planning/market-customer-research/swot-analysis/conducting>
- <https://www.clearpointstrategy.com/swot-analysis-examples/>

8.3 | HOW TO IDENTIFY A PROBLEM

THEORETICAL CONTEXT

Analysing problem/s using the 5W-1H tool:

In the 19th century US, Prof. William Cleaver Wilkinson used the "3 Ws" – (1)What? (2) Why? (3) What of it? – as a method of Bible study in the 1880s, though he did not claim originality. This eventually became the "5 Ws".

The 5-Ws, or 5-Ws and one H, or 6-Why! are questions whose answers are considered basic in information-gathering or Problem Solving and decision-making processes.

According to the principle of the 5-Ws, a report can only be considered complete if it answers these questions starting with an interrogative word:

- 1st) Who did that?
- 2nd) What happened?
- 3rd) When did it take place?
- 4th) Where did it take place?
- 5th) Why did that happen?

The technique was formally developed by Sakichi Toyoda and was used within the Toyota Motor Corporation during the evolution of its manufacturing methodologies. In other companies, it appears in other forms. Under Ricardo Semler, Semco practices "three whys" and broadens the practice to cover goal setting and decision making.

RESOURCES

- John Adair, Decision Making and Problem Solving Strategies, Kogan Page
- <https://www.isixsigma.com/implementation/basics/using-five-ws-and-one-h-approach-six-sigma/>
- https://www.academia.edu/36473281/5W1H_The_Kipling_method
- https://www.academia.edu/638658/5W1H_as_a_Human_Activity_Recognition_Paradigm_in_the_iSpace
- <https://www.edrawsoft.com/5w1h-cause-effect-analysis.php>
- <https://rb.gy/vwwnkj>
- <https://rb.gy/5uzafo>

8.4 | HOW TO SOLVE A PROBLEM

THEORETICAL CONTEXT

Spider Diagram Problem Solving:

A Spider diagrams is a visual, practical tool used to organise processes in a logical way. A main idea is put onto a page, and then linked to all possible suggestions related to the said idea. As more suggestions are created and linked, you end up with a representation of a process that may have been more difficult to outline and understand.

Problem solving and decision-making challenges can be overcome by using a spider diagram. This an excellent tool for harnessing creativity, in particular when in a group or a team. The only constraint to a spider diagram is the creativity of the team members or group working on it. Sometimes making the main branch questions can often act as a catalyst for problem solving.

RESOURCES

- David Wethey, Decide: Better Ways of Making Better Decisions, Kogan Page
- <https://www.mindjet.com/blog/2019/10/201910using-spider-diagrams-brainstorming-planning/>
- <https://www.lucidchart.com/blog/weaving-ideas-with-spider-diagrams>
- <https://silverofthestars.files.wordpress.com/2015/03/creativity-skills-spider-diagram.pdf>



8.5 | MINDMAPPING ANALYSIS

THEORETICAL CONTEXT

Mind mapping is a creative means of note taking, which maps out your ideas for problem solving and decision making. It is an effective tool to gain knowledge and to write down the solutions.

Mind mapping have some things in common. They are organisation structure, symbols, words, colours, and images to structure problem solving concepts. Through a mind map, you can convert a long list of monotonous information into a colourful, memorable, and highly organised diagram which are all connected.

RESOURCES

- <https://www.mindmapping.com/theory-behind-mind-maps.php>
- <https://litemind.com/what-is-mind-mapping/>
- <https://www.learning-theories.com/using-mind-maps-concept-maps-classroom.html>



8.6 | HOW TO PREPARE A BUSINESS PLAN FOR CREATING SOLUTIONS

THEORETICAL CONTEXT

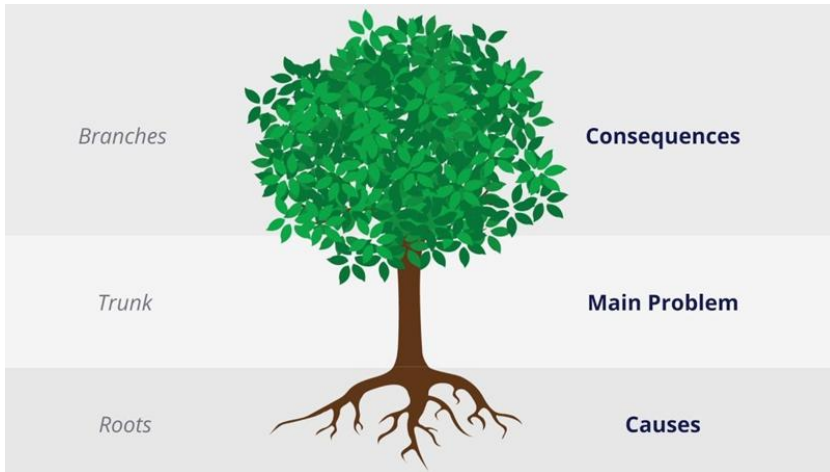
Why is a Project/Business Plan for creating solutions important; how can it be used to raise finance; do all projects need a Business Plan? How is a Business Plan structured; what's the important parts of the Business Plan and creating solutions model.

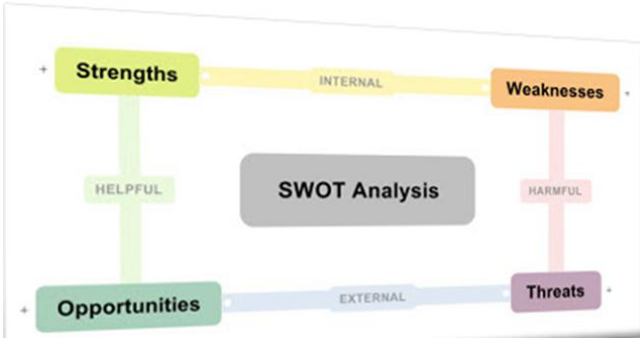
RESOURCES

- <https://www.thirdsector.co.uk/start-up-charities-new-innovative-making-difference/social-enterprise/article/1524401>
- <https://www.theguardian.com/voluntary-sector-network/2016/may/27/how-to-start-charity-business-fundraising-sustainability>
- <https://www.startups.com/library/expert-advice/top-4-business-plan-examples>
- <https://blog.hubspot.com/marketing/sample-business-plans>
- <https://articles.bplans.com/how-to-write-a-business-plan/>
- Brooksbank, David 'An Entrepreneurial Society'.



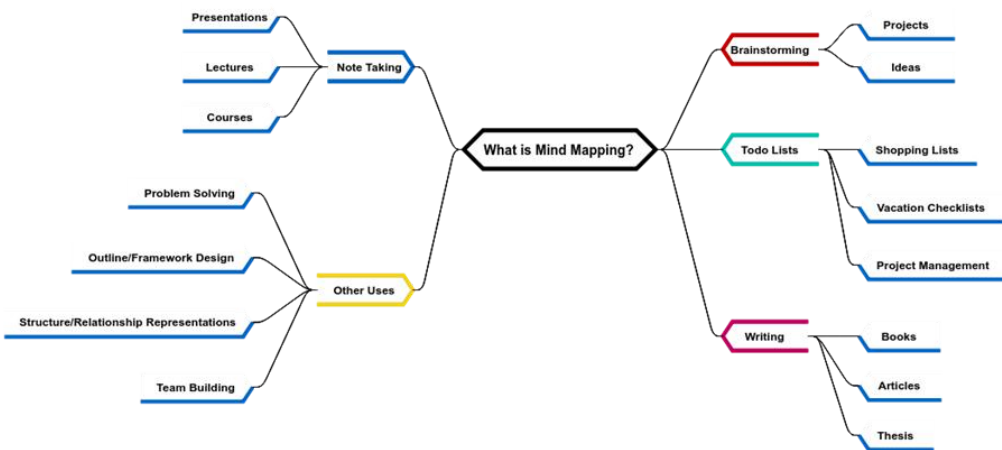
PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Problem Solving
SUB-TOPIC(s)	1. The Tree Analysis
OBJECTIVE(s)	To identify a problem To discuss alternatives for a solution To establish solutions
TIME	30 minutes
MATERIALS & PREPARATION	Markers, FlipChart, Post it
INSTRUCTIONS	<p>First of all the trainer will show to the participants a template of the tree analysis and explain them the three sections of the tree : TRUNK-ROOTS-BRANCHES . The facilitator should explain that the trunk of the tree is the problem, the roots are the causes of the problem and the brunches are the consequences of the main problem.</p> <p>The group will be divided into groups of 3-4 and try to identify a social problem that occurs in their community or the world and will draw the shape of the tree on a flip chart. Each team will discuss a problem and try to identify the three section, Problem, Causes, Consequences. They will use the post it to stich to the tree the outcome of the discussion. A problem tree provides information on known causes. This way you engage participants to understand their community problems and the behaviour of the world around it. After filling out the tree the same groups will try to explain in the plenary in short an overview of their tree. Each team will try to contribute to the rest of the trees with things they might have missed out. As a last step and after the plenary discussion the participants return to their teams and try to find to gather a solution on the problem based on their findings.</p> 
DEBRIEFING/ EVALUATION	<p>When participant come to the plenary the trainer will start a discussion for reflection.</p> <p>Does this represent the reality?</p> <p>Which causes and consequences are getting better, which are getting worse and which are staying the same?</p> <p>What are the most serious consequences</p> <p>Which causes are easiest / most difficult to address?</p> <p>How can we find solution to the problem?</p> <p>Was this exercise helpful for problem and conflicts you encounter in your life in general?</p>
TIPS FOR TRAINERS	Facilitators should help participants with the tree template in order ot comprehend it before they start the exercise. Everything they write will the participants opinions, therefore it is ok if not everyone agrees.

ACTIVITY #2	
TITLE	Carrying out a S.W.O.T. Analysis & Problem Solving using 5W and H analyses
SUB-TOPIC(s)	2. S.W.O.T. Analysis
OBJECTIVE(s)	The objective of these activities is for candidates to understand the practical application of S.W.O.T. analysis tool. This technique can be used for any type of planning, investigation, and implementation. Whether it's a personal or a workplace planning requirements. By understanding the practical application of using this tool, it will help them be more confident and be able to identify, plan and implement them.
TIME	2 hours
MATERIALS & PREPARATION	<p>Candidate is required to complete a blank S.W.O.T. analysis form, and understands the correlation/relationship between them.</p>  <p>The diagram above identifies that the relationship between S.W.O.T. and influences.</p> <ul style="list-style-type: none"> Internal (Strength & Weaknesses) External (Opportunities & Treats) Helpful (Strength and Opportunities) Harmful (Weakness & Threats) <p>It is also a good idea to bring an example of a S.W.O.T. analysis pre-prepared so that candidates can then see how it is usually done before trying to use the technique themselves.</p> <p>This can be done either in groups or as individuals. Perhaps as well the individuals can come together to show their workings out and show how different people come to different conclusions. (YES_Annex_M8_A2)</p>
INSTRUCTIONS	Candidates will write down their strengths and weaknesses. They will then look to write down their threats and opportunities. This will show them where they can improve upon the problems, themselves, their ideas, or projects.
DEBRIEFING/ EVALUATION	Evaluation can be done by finding out if the problem has been identified properly and then discussing what candidates should have come to. Answers can be different to get the same end point, but preferable would be the set answers you will have decided before the training/problem solving course.
TIPS FOR TRAINERS	Use white board, and/or A1 sketch-paper pad, and colour sticky paper pad.

ACTIVITY #3	
TITLE	5W and 1H
SUB-TOPIC(s)	3. How to Identify a Problem
OBJECTIVE(s)	The objective of this activity is for candidates to understand the 5W and 1H problem solving technique. This technique can be used for any type of problem, whether it's a personal or a workplace problem. Candidate by the end of this activity should be able to use the 5W and 1H technique to help them identify and then solve problems.
TIME	3 hours
MATERIALS & PREPARATION	<p>The materials necessary will be to get a problem that needs identifying and solving. Then you will need a piece of paper with the problem on it, as well as the 6 questions, those being What, Who, Where, Why, When and How.</p> <p>It is also a good idea to bring an example of a problem being solved so candidates can then see how it is usually done before trying to use the technique themselves.</p> <p>This can be done either in groups or as individuals. Perhaps as well the individuals can come together to show their workings out and show how different people come to different conclusions.</p>
INSTRUCTIONS	<p>The instructions of this activity is for candidates to ask about possible problems using 5Ws and 1H. They would need to ask themselves:</p> <p>What – Firstly need to ask what could be a problem? Who – Next, who does the problem affect? Who could help to solve the problem? Where – Where does the problem come from? Is it a person, is it the climate, is it something else? Why – Why is this a problem? Why does it need solving? When – When does this need to be solved by? How – How can this be solved?</p>
DEBRIEFING/ EVALUATION	Evaluation can be done by finding out if the problem has been identified properly and then discussing what candidates should have come to. Answers can be different to get the same end point, but preferable would be the set answers you will have decided before the training/problem solving course.
TIPS FOR TRAINERS	Use white board, and/or A1 sketch-paper pad, colour sticky paper pad to display the result of the results.

ACTIVITY #4	
TITLE	Spider Diagram Problem Solving
SUB-TOPIC(s)	4. How to Solve a Problem
OBJECTIVE(s)	The objective of this activity is to solve a problem using a spider diagram. The candidates will need to look at 1 problem, and then think of any way of solving that problem that they can. They will need to list as many as they can think of and then decide which of those problem solving solutions they've come up with will fit the best.
TIME	2 hours
MATERIALS & PREPARATION	An A3 piece of paper along with markers or pens. A problem which needs to be solved. You can also bring along examples of problems being solved using spider diagrams for candidates to get an idea of how to do it.
INSTRUCTIONS	Instruct the candidates that there is a problem to be solved and give them the relevant materials. You can then ask them to put down any way of solving the problem that they can think of. If multiple candidates, try and get them to put their problem solving solutions in different coloured pens. You can ask them to tell you why they think this solves the problem, why they think one of them is the best solution.
DEBRIEFING/ EVALUATION	You can also decide yourself which is the best and let the candidate know why that is the best solution. Alternatively, you can have an idea of what is the best solution to begin with, so even if they haven't written it down, you can then give them the best solution to the problem.
TIPS FOR TRAINERS	Practice and ensure that the template for the blank spider diagram is available for learners.

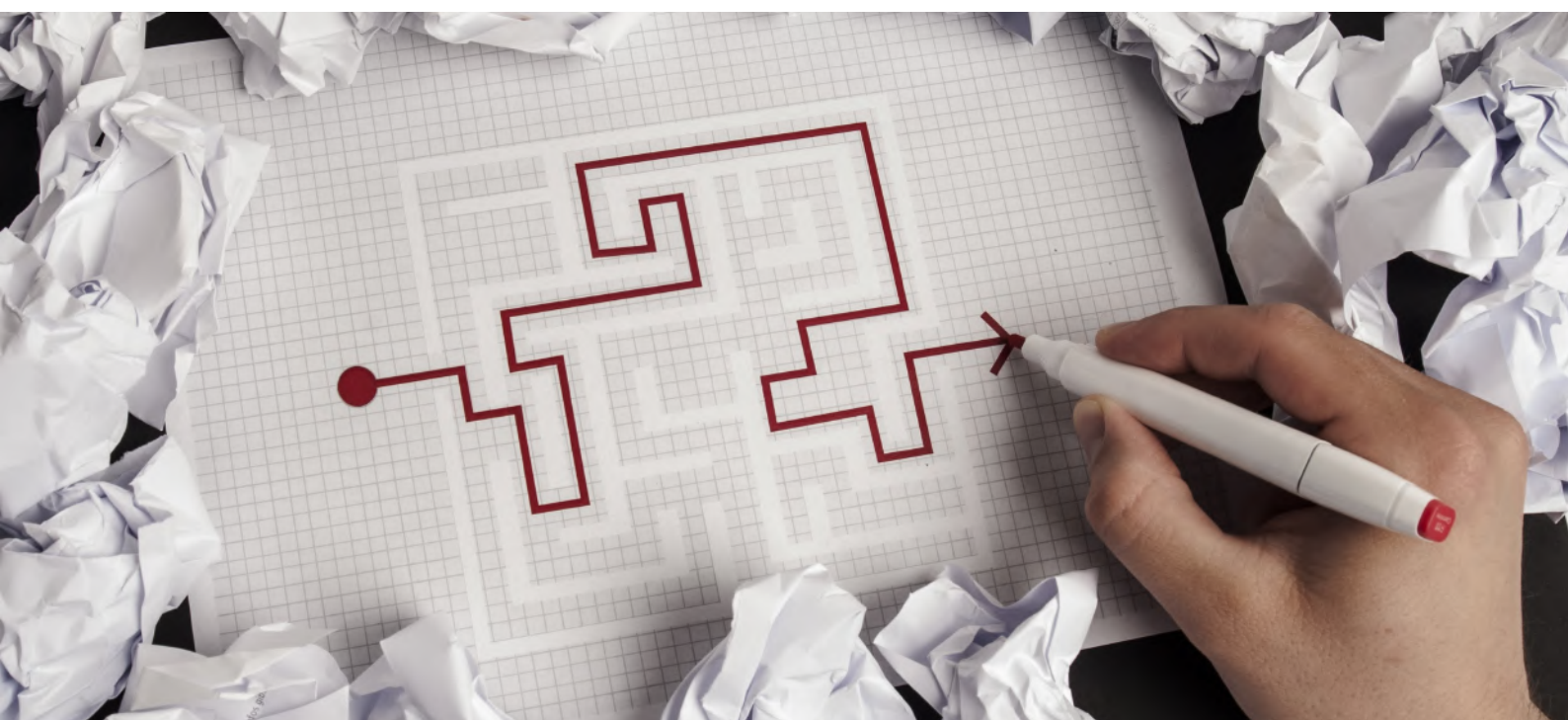
ACTIVITY #5	
TITLE	Carrying out a Mind mapping Tool
SUB-TOPIC(s)	5. Mindmapping Analysis
OBJECTIVE(s)	The objective of these activities are for candidates to understand the practical application of the use of the Mindmapping tools. These techniques can be used for any type of planning, investigation and implementation, whether it's a personal or a workplace planning requirement. By understanding the practical application of using these tools, it will help candidates be more confident and be able to identify, plan and implement them.
TIME	2 hours
MATERIALS & PREPARATION	<p>Candidate is required to complete a blank Mindmapping diagram, and understands how this visual analysis works. Maybe an example be presented by the presenter.</p> 
INSTRUCTIONS	Candidates will attempt to carry out the Mindmapping analysis in order to plan the project, idea, etc... This exercise can be a group exercise lead by a tutor or team leader.
DEBRIEFING/ EVALUATION	Evaluation can be done by finding out if the candidate require help, or guidance in completing the Mindmapping analyses. Answers can be different to get the same end point.
TIPS FOR TRAINERS	Use white board, and/or A1 sketch-paper pad, colour sticky paper pad and use Mindmapping tool as a base. YES_Annex_M8_A5

ACTIVITY #6	
TITLE	Preparing a Project/Business Plan for Creating Solutions
SUB-TOPIC(s)	4. How to Solve a Problem
OBJECTIVE(s)	The objective of these activities is to demonstrate some of the key considerations that a new project or business will be facing. It will demonstrate that the costs of setting up a project or business are about three or four times those that were originally envisaged. Candidates will gain an understanding of the risks associated with starting up a new project or business venture, but also how those risks can be mitigated. Candidates will also gain an appreciation of the network of agencies in both the public and private sector that can help to start up projects or businesses.
TIME	3 hours
MATERIALS & PREPARATION	<p>Candidates will be required to prepare a business plan for creating solutions. Generic templates for project or business can be found via Google. We have attached our "Project/Business Plan for Creating Solutions" template as YES_Annex_M8_A6.</p> <p>This can be done either in groups or as individuals. Perhaps as well the individuals can come together to show their workings out and show how different people come to different conclusions.</p>
INSTRUCTIONS	Consider what needs to be put in a project or business plan. If you are using the project or business plan to raise finance, put yourself in the position of the person likely to be reading it? What would you be looking for? Certainly, the financial projections would need to demonstrate viability and that there is the capacity within the financial projections to repay any loan and provide a return for the investor. Any other facts and figures can be incorporated in an appendix.

DEBRIEFING/ EVALUATION	Did the Project or Business Plan meet its objectives; was finance raised to support the business/project? Is the progress of the business/project in line with the projections in the Business Plan for Creating Solutions, if not, why not? What can be done to redress the balance?
TIPS FOR TRAINERS	Use external contacts to talk to candidates; stress the importance of the role of new projects, business start-ups and entrepreneurs in a mixed modern economy. Encourage candidates to give thought to taking project or business ideas to the formulation stage. Check on the services available to assist new project or business start-ups within your region.

RESOURCES

- https://www.mindtools.com/pages/article/newTMC_05.htm
- <https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis>
- <https://creately.com/blog/examples/swot-analysis-templates-creately/>
- https://www.mindtools.com/pages/article/newTMC_72.htm
- <https://creately.com/lp/spider-diagram-maker-online/>
- <https://www.mindmanager.com/en/features/spider-diagram/>
- <https://www.skillsyouneed.com/ips/problem-solving2.html>
- <https://www.edrawsoft.com/fishbone-diagram-template.html>
- <https://mindmapsunleashed.com/10-really-cool-mind-mapping-examples-you-will-learn-from>
- <https://www.mindmeister.com/blog/students-guide-to-mind-mapping/>
- https://www.mindtools.com/pages/article/newTMC_72.htm
- <https://www.thirdsector.co.uk/start-up-charities-new-innovative-making-difference/social-enterprise/article/1524401>
- <https://www.theguardian.com/voluntary-sector-network/2016/may/27/how-to-start-charity-business-fundraising-sustainability>
- <https://www.startups.com/library/expert-advice/top-4-business-plan-examples>
- <https://blog.hubspot.com/marketing/sample-business-plans>
- <https://articles.bplans.com/how-to-write-a-business-plan/>



9 | COMMUNICATION

AIM & OUTCOMES

The main aim of this module is to provide participants with the knowledge, strategies and methodologies to develop and improve their communication skills, essential in the mission of active citizenship.

The learning objectives of this module are:

- Defining and understanding communication and the communication process.
- Identifying and overcoming the obstacles in a communication process.
- Practicing active listening and negotiation skills.
- Aligning verbal and non-verbal communication.
- Understanding the benefits of an effective communication.
- Identifying own's and other people's communication styles.
- Deepening the connection between communication and teamwork.
- Learning about presentation skills.

The expected learning outcomes are:

- Increased awareness of the importance of effective communication.
- Knowledge of strategies to better communicate with the other and to audiences.

It's crucial to train youngsters in how they can better communicate for them to be able to better lead a group, prevent conflicts and express their individuality, having always present a posture of active listener in the journey of becoming an active citizen aware and prepared to defend causes to the broad audience.

SUB-TOPICS

- 9.1 | Verbal and Non-Verbal Communication
- 9.2 | Active Listening
- 9.3 | Presenting your project idea/pitch
- 9.4 | Campaigning and advocacy

DURATION

6 hours



COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Different Forms of Expression (learning and being aware of expressive communication, exploring the ability of comprehension, body language and speech clarity)
- Negotiation Process (how to get into a consensus in an assertive way)
- Different ways of communicating (deepen the understanding of the wide range of ways in which we communicate)
- Campaigning, pitch and advocacy

SKILLS

- Cohesion and clarity of speech
- Body language
- Self-Confidence
- Active Listening
- Prosody
- Formulation of questions

ATTITUDES

- Openness to new challenges
- Proactivity
- Resilience
- Empathy
- Respect

ASSESSMENT GUIDANCE

In the beginning of the process is important to introduce the topic and sub-topics by an open space for discussion and brainstorming about the concepts and their importance in general. The objective is mapping the group and start to establish a healthy learning environment and strong alliance between the participants and with the facilitator.

After this initial phase, the facilitator can use the “Interpersonal Communication Skills Inventory” to provide participants with some initial insights into their communication strengths and potential areas for improvement. It assesses the following skills of communication: a. Sending Clear Messages; b. Listening Score; c. Giving and Getting Feedback, and d. Handling Emotional Interactions.

https://wicworks.fns.usda.gov/wicworks/Sharing_Center/CT/Inventory.pdf

<https://www.csus.edu/indiv/s/stonerm/coms5-ipcskillinventory1.pdf>



9.1 | VERBAL AND NON VERBAL COMMUNICATION

THEORETICAL CONTEXT

Communication is a complex and continuous phenomenon, where it is difficult to establish a starting and an end point, so it is very difficult to define the concept. In fact, we find a multitude of communication definitions depending on the point of view regarding the extension, intentionality, role of the sender and the receiver, among others.

The definitions can be more or less comprehensive in relation to what is considered to be “communication”, some agree that communication is a discriminatory response of an organism to a stimulus, while others consider it more restrictive to the human species its uses communication to make sense of the world.

It is through interaction and communication in a given context that rules and meanings are established, maintained and changed, which, in turn, influence social and cultural reality, and therefore (re)create contexts. Therefore, it is really important to deepen youth’s understanding towards the two main ways of communication.

In first place, we have Verbal language that allows to manage interpersonal distances and proximity, defining the nature of relationships. For example, by choosing the topics of conversation and the form of treatment (sir or you), one demonstrate whether wants to cultivate an intimate relationship with the person, treating them for you and talking to them about interests for example, or on the contrary, if the objective is to establish a professional and cordial relationship with the person, treating them for sir and addressing only work issues. Following this line of thought, it is through verbal language and the consequent exchange of words that one is able to expose their point of view and opinions in relation to other points of view in order to negotiate, cooperate, influence, persuade or dominate the other. It is also the verbal language that allows to learn and learn to learn in order to become better.

The non-verbal language is equally powerful because it constitutes a source that generates meanings, complements and qualifies the verbal language and, above all, has an essential role in defining the nature of the relationships. Thus, through non-verbal language, one obtains information about others such as emotional states or status, allowing to adapt the response. For example, in a job interview, if the candidate strays too far from the recruiter, it gives the employer the impression that he is too nervous, afraid and lacking in confidence. However, if the candidate gets too close and occupies the recruiter's space, it gives the feeling of overconfidence, which can also be a point against him. Emotions are thus revealed by non-verbal language through kinetic, paralinguage, contact, personal space and territoriality, physical characteristics, facial expressions and cultural factors. On the other hand, non-verbal behavior also serves to give feedback to other. In the face of an assault situation, our body prepares us for flight or attack and we are afraid because we realize the danger.

Finally, this type of language plays a central role in regulating interactions. For example, it reveals the desire to initiate, maintain or end the interaction, or it shows the interest that we or others have in the interaction or announces the change of role in the discourse. All of this is a source of information and relational management.

Finally, research points that the more the facilitators use verbal and non-verbal communication in interaction with the participants or students, the more efficacious is their learning process. Under non-verbal communication, emotive, teamwork, supportive, imaginative, purposive, and balanced communication using speech, body, and pictures all have been proved effective in students' learning which can be also applied to the context of non-formal education. Therefore, it is important to also train youth workers to the participants' non-verbal reactions and arranging the learning activities considering the participants' mood and readiness to absorb the teachings.

RESOURCES

- Adler, R. & Rodman, G. (2006). *Understanding Human Communication* (9^a ed.). New York: Oxford University Press.
- Watzlawick, P., Beavin-Bavelas, J., Jackson, D. 1967. Some Tentative Axioms of Communication. In *Pragmatics of Human Communication - A Study of Interactional Patterns, Pathologies and Paradoxes*. W. W. Norton, New York.
- <https://www.skillsyouneed.com/ips/what-is-communication.html>
- Stanley E. Jones, Curtis D. LeBaron, Research on the Relationship between Verbal and Nonverbal Communication: Emerging Integrations, *Journal of Communication*, Volume 52, Issue 3, September 2002, Pages 499–521, <https://doi.org/10.1111/j.1460-2466.2002.tb02559.x>
- Bambaeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism*, 5(2), 51–59.
- https://www.salto-youth.net/downloads/toolbox_tool_download-file-1359/CAYB_EN_web.pdf
- [file:///C:/Users/marto/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Improving%20your%20communication%20skills%20\(1\).pdf](file:///C:/Users/marto/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Improving%20your%20communication%20skills%20(1).pdf)
- https://www.youtube.com/watch?v=Ks-_Mh1QhMc (Your body language may shape who you are | Amy Cuddy)



9.2 | ACTIVE LISTENING

THEORETICAL CONTEXT

There are four relevant communication roles in interpersonal relationships that deserve to be mentioned, namely listening, expression of affection, self-disclosure and, finally, conflicts and expression of conflicts.

“Listening” is an active and complex process that consists of multiple successive actions: being aware, physically receiving messages (seeing and hearing), selecting and organizing information, interpreting communication and respond.

The “being attentive” involved in the listening process assumes that the individual is really present in the communicative act and is visible through bodily manifestations such as the adopted physical posture, the established visual contact and the emission of sounds indicating interest and increases engagement as well as the quality and effectiveness of communication.

Sometimes listening is not effective due to situations of apparent listening or not listening. For example, pseudo listening (pretending to listen), monopolization (focusing or continually refocusing communication on oneself) that can also be designated as narcissistic listening, selective listening (listening to only a few parts communication), defensive listening (interpreting the message received as personal attacks, criticism and / or hostility), attack listening (listening carefully and then attacking the other) and literal listening (focus on content, ignoring the relational level), among others.

Finally, “Listening” also implies that individuals self-regulate in the sense of not judging the other (at least in principle), showing interest in what the other is saying, understanding the point of view of the interlocutor and paying attention to verbal and non-verbal language, to paraphrase and encourage the continuation of the conversation, to ask questions and express support. Verbal reinforcement (recognition: eg, “I understand”, “You have my full support” and expand and develop the other person's response) and reinforcement through non-verbal language (gestural: eg, smile, and closeness: eg, touch) can be used in social interactions to encourage people to continue the conversation.

In a nutshell, training youngsters to become unconditionally active listeners, paying attention to the other person's values and needs without prejudice and respond in such a way that they know they have been heard is a fundamental skill to become an active citizen.

RESOURCES

- Wood, J. (2004). *Interpersonal communication: Everyday Encounters*. Belmont: Wadsworth/Thomson Learning.
- <https://www.skillsyouneed.com/ips/active-listening.html>
- <https://www.coursera.org/lecture/powerpoint-presentations/questioning-and-listening-skills-QqxRX>

9.3 | PRESENTING YOUR PROJECT IDEA/PITCH

THEORETICAL CONTEXT

Being able to communicate an idea, a project or simple oneself is crucial in the journey of becoming an active citizen!

Some important tips to improve youth presentation skills can be:

- Research the audience.
- Structuring a presentation or a pitch, meaning:
 - Problem that the participant wants to address with key facts that engage the audience.
 - Team and proposal value that is different from the existing solutions with a defined target group.
 - Activities or process to reach the solution.
 - Impact expected and measure.
 - Call to action – in what can the audience help the team.
- Rehearsal and ask the participants to make the presentation short and objective (here the facilitator can train with the participants several types of audience – for example, present the idea to an investor, a beneficiary, a possible partner... and even record the participants to analyse after the performance). The official pitch is set to last maximum 90 seconds.
- Align body language (here the tedtalk presented below can give an idea).
- Learning to managing anxiety and emotions.
- Spread the idea through technology to reach a broader audience.

Presentation skills is one of the most looked skills by investors, employers, society! Being able to communicate the message with passion is a skill that participants can train themselves, and it is worthy for the facilitator to stay some time in it.

RESOURCES

- <https://www.youtube.com/watch?v=8S0FDjFBj8o> (How to sound smart TedTalk)
- <https://www.youthemployment.org.uk/young-prof-article/presentation-skills-communication/>
- <https://www.youthemployment.org.uk/teachers-resources/careers-education-presentations/>
- <https://www.skillsyouneed.com/ps/personal-presentation.html>
- <https://www.inc.com/suzanne-lucas/10-interview-skills-you-need-to-get-hired-and-how-to-improve-at-them.html>
- <https://openclassrooms.com/en/courses/2901541-launch-your-innovative-venture/4282256-the-structure-of-a-pitch>
- Morgan Robert (Prof) and Edwards Roy M.Sc. 'An Enterprising Economy' Welsh Government Research Paper 2009.

9.4 | CAMPAIGNING AND ADVOCACY

THEORETICAL CONTEXT

A campaign is any series of actions or events that are meant to achieve a particular result, with a particular audience. Campaigning is mobilizing public concern in order to achieve a social, political or commercial aim.

Campaigning is an engine for social change. It not only educates the public about your issue, but also motivates them to speak and act in support of change.

Campaigning is a motivational exercise. It narrows the focus of attention in order to get people to do something that will lead to change.

Social media advertising reaches audiences in a low-cost, impactful, and effective way. This is exactly why social media campaigns have become a crucial marketing technique for businesses everywhere.

Social media usage is one of the most popular online activities. According to eMarketer in 2020, 3.23 billion people, or 80.7% of internet users worldwide, will visit a social network at least monthly. In 2021, that number will reach 3.35 billion.

This number, according to Statista is projected to increase to almost 4.41 billion in 2025. Social networking is one of the most popular digital activities worldwide and it is no surprise that social networking penetration across all regions is constantly increasing. Market leader Facebook was the first social network to surpass one billion registered accounts and currently boasts approximately 2.7 billion monthly active users, making it the most popular social network worldwide. In June 2020, the top social media apps in the Apple App Store included mobile messaging apps WhatsApp and Facebook Messenger, as well as the ever-popular app version of Facebook.

Social media platforms can be a promising tool for marketing campaigns. Especially for the purpose of new product/solution/project introductions, social media may facilitate social interaction and online word-of-mouth and therefore, may broaden the reach and accelerate the diffusion of information (Baum, D. (2018)

According to the Digital Marketing Institute, Digital is a powerful medium for brands. It can also be an effective conduit for change. With societies and people across the world facing many challenges, campaigns that heighten awareness can help to change lives for the better. Due to its interactive and real-time nature, digital creates the opportunity for people to be more open and connected to each other. As the applications become increasingly easy to understand and monitor, attract support for causes and raise funds.

Every social media platform caters to its own particular audience; therefore, each audience has particular expectations for the content they anticipate and want to see on the platform. So, one should carefully tailor your content across platforms based on its audience's demographics, interests, and expectations.

It's natural for most of us to communicate differently depending on who we are talking to and on the setting. Social media is no different, and different platforms all have different styles of communicating.

RESOURCES

- eMarketer, 2020: Global Social Network Users 2020 – Insider Intelligence Trends, Forecasts & Statistics. (<https://www.emarketer.com/content/global-social-network-users-2020>)
- Statista: Clement, J. (2020): <https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/>
- Baum, D., Journal of Retailing and Consumer Services (2018), <https://doi.org/10.1016/j.jretconser.2018.07.003>.
- Digital Marketing Institute, 2020: Creating Platform-Specific Social Media Content <https://digitalmarketinginstitute.com/resources/toolkits/member-spotlight-creating-platform-specific-social-media-content>
- GameChanger Project, 2020: Game Changer CAMP (gamechangereu.org)
- European Activist Factory, Project: <https://shokkinint.wixsite.com/activistfactory/the-project>



PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Can you see what I mean?
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	Be aware of the importance of the clarity in speech Train active listening skills Understand the different interpretations that may come up in the communication process
TIME	40 minutes
MATERIALS & PREPARATION	Paper with 2 different draws and white paper, Pens
INSTRUCTIONS	1. Divide the group into pairs 2. Give to one person of the pair the draw and the other a white piece of paper. 3. Tell that the person that has the draw has to explain to the other how to draw exactly the figure that he has. However, the person who is drawing cannot speak or answer any question. 4. Give 15 minutes and then switch
DEBRIEFING/ EVALUATION	Was it difficult? For the person who couldn't speak, how was the experience? What could you extract for your daily communication processes?
TIPS FOR TRAINERS	For the two draws, it is advisable to use random geometrical forms that interconnect, but the participant cannot extract any sense of it (e.g., tell that the draw is a house).

ACTIVITY #2	
TITLE	Say what you mean
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication
OBJECTIVE(s)	Deepen the importance of verbal and non-verbal communication alignment Raise awareness into non-verbal communication influence
TIME	40 minutes
MATERIALS & PREPARATION	Projector/PC/Video
INSTRUCTIONS	1. Each participant must find a word that he/she relates to in terms of ideal communicator (e.g. "I want to be an influencer/inspiration etc.") 2. Tell each participant that he has to come to the center of the room and align his non-verbal communication with the word and shouting out loud for the others. 3. Watch the video: https://www.youtube.com/watch?v=Ks-_Mh1QhMc
DEBRIEFING/ EVALUATION	How did you feel? Did you feel that both types of communication were aligned? Relating to the video, what do you think is the importance of the body language?
TIPS FOR TRAINERS	

ACTIVITY #3	
TITLE	Building a Structure as a Team
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	Connect communication with teambuilding
TIME	30 minutes
MATERIALS & PREPARATION	Each team requires: A "handful" of uncooked spaghetti, 1 piece of tape, Clips, 1 marshmallow, More creative materials The facilitator requires: A measuring tape
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Divide the class into groups of five to seven people. Each team will need one person to act as the process observer. 2. Ask each team to design and build the tallest free-standing structure possible in the time allowed, using the materials supplied and the marshmallow has to go on top of the structure. 3. Before the team begins construction, allow each team five to ten minutes to discuss their design and plan. The teams could give their structure a name. 4. After the planning time has elapsed, teams may begin construction. 5. The process observer in each team watches and records how the team interacts and communicates during the building process, what team roles emerge, and who takes on these roles. 6. Periodically, announce how much time has elapsed and how much time is remaining. 7. Once the allotted time has elapsed, have teams step away from their structures. 8. Measure each structure to determine which is the tallest.
DEBRIEFING/ EVALUATION	<p>Questions such as the following could be put on an overhead or on a chalkboard for each team to answer, with the process observer recording team responses on flipchart paper for discussion.</p> <ol style="list-style-type: none"> 1. What did you learn through this building activity about the functioning of a team? 2. Did team members have specific roles? If so, how were these roles determined? 3. In general terms, how was communication used (e.g., positive, negative, neutral)? Give examples of words, phrases, or expressions used and/or heard. 4. Given the team experience, what were your team's strengths and possible areas for improvement? How could you contribute better to your team's effectiveness? After the teams have answered the debriefing questions, have the process observers share their observations of their respective teams with the group.
TIPS FOR TRAINERS	It is advisable to use a list of creative materials either to stimulate the participants' creativity or simple to create confusion among them, saying that they don't need to use all the material just the spaghetti and the marshmallow. It is not important the quantity of material you give (it depends on how challenging you want it to be (according to group capacities), but all teams should have access to same quantities.

ACTIVITY #4	
TITLE	THE BOMB SHELTER EXERCISE
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	Help individuals look at their values and beliefs and how do they communicate To discuss how values and beliefs are developed Train negotiation skills
TIME	25 minutes
MATERIALS & PREPARATION	A copy of the Bomb Shelter information sheet to each team member, Pens
INSTRUCTIONS	<p>Present the following story to the participants:</p> <p>"Fourteen individuals and their family members are in this Hotel which doubles as nuclear bomb shelter after a nuclear attack has occurred. These 14 individuals are the only humans left alive on earth. It will take two weeks for the radiation level to subside to a safe level. Food and supplies can sustain 5 people for two weeks. The decision as to who will "survive" must be unanimous."</p> <p>(give the list to the participants – YES_Annex_M9_A4)</p>

	<p>Individually choose the 7 people you want to stay. (Take 3 minutes to do this)</p> <p>Divide the members into groups of 4 - 6 and ask them to come to a consensus as to who gets to stay. Consensus means not just seeing who has the highest number of votes but to collectively agree on the person 6. They only have 15 minutes to come to a consensus as to who stays.</p>
DEBRIEFING/ EVALUATION	<p>How well did you listen to the others in your group? Did you feel heard? Did you feel you had the right answer? What were the outcomes of consensus-seeking? What was your experience in negotiating agreement? What process was used to reach a consensus?</p> <p>How was the communication between the group? How does understanding our own values help us with understanding how we want our life to be lived? How does understanding others values impact relationships individually and in groups?</p>
TIPS FOR TRAINERS	<p>Try to explore with them the importance of taking the following points into account in negotiation processes:</p> <ul style="list-style-type: none"> Identify the final goal Be willing to compromise Take the multiple offer approach Exercise confidence Don't take "no" personally The importance of Practicing negotiation skills

ACTIVITY #5	
TITLE	Minefield
SUB-TOPIC(s)	2. Active Listening
OBJECTIVE(s)	<p>Understand the dynamics of individuality of learning within a working group</p> <p>Develop verbal and nonverbal communication, and to get and give information</p>
TIME	40 minutes
MATERIALS & PREPARATION	<p>The game coordinator needs pen and paper. For the game, a playing field of the size of 7x7 elements is required (draughtboard pattern). Structured floors with tiles (about 20 x 20 centimetres in size) are particularly well-suited. If this kind of floor is not available, the field should be marked with chalk or sticky tape. The single elements should be as visible as possible, and one person should have enough space standing on it.</p>
INSTRUCTIONS	<p>The participants are positioned at one side of the playing field and the game coordinator is on the opposite side. The latter thinks of a way through the mine field. It is only this way how the participants can cross the mine field safely.</p> <p>Player after player may go for a try. After one step onto the mine field only immediate elements, either vertically, horizontally or diagonally, are allowed to set foot on. The participant may try to find a way until s/he steps on a mine. Then, the game coordinator announces this person as knocked out. It is the next person's turn. Hopefully, the player memorized the way that has been found so far, as well as the mines, and makes better decisions. The aim is to find the correct way through trial and error. Eventually, the whole team has to take the safe way across the mine field in order to get to the opposite side of the playing field.</p> <p>Degree of difficulty</p> <p>The degree of difficulty can be altered by various factors:</p> <ul style="list-style-type: none"> The size of the playing field Allowed step sequence (e.g.: Are diagonal steps permitted? Do steps aback also count?) Are the team members allowed to communicate (or give hints while their colleague is on the field) Are the players allowed to discuss the strategy they want to pursue prior to the game phase.
DEBRIEFING/ EVALUATION	<p>How was the communication between the team?</p> <p>Do you feel you worked well as a team?</p> <p>How did you help your team during the activity?</p> <p>If you had to do it again, what changes would you make to the way you approach the task?</p> <p>Think about your own personal experience in the activity, what would you do differently next time?</p> <p>Looking back on the activity, what two things stand out to you the most and why?</p>
TIPS FOR TRAINERS	

ACTIVITY #6	
TITLE	The Guessing Game
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	Exercise group perception
TIME	40 minutes
MATERIALS & PREPARATION	The game coordinator needs pen and paper. For the game, a playing field of the size of 7x7 elements is required (draughtboard pattern). Structured floors with tiles (about 20 x 20 centimetres in size) are particularly well-suited. If this kind of floor is not available, the field should be marked with chalk or sticky tape. The single elements should be as visible as possible, and one person should have enough space standing on it.
INSTRUCTIONS	To start, separate the group into two teams of equal (or roughly equal) size. Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard). When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no"). The team can ask as many questions as they need to figure it out, but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.
DEBRIEFING/ EVALUATION	Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?
TIPS FOR TRAINERS	

ACTIVITY #7	
TITLE	Square Talk Activity
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	To encourage teamwork and collective problem solving. Develop communication Create creative problem solving
TIME	30 minutes 5 minutes to brief and setup 10 – 15 minutes for the activity 10 minutes to review and debrief
MATERIALS & PREPARATION	One blindfold for each participant, one long piece of rope for each team (teams should be composed of around 5 participants each)
INSTRUCTIONS	1. Divide your group of participants into groups of about 5 each. 2. Clear the room so you have as much space as possible. 3. Blindfold each participant and tell them their objective: to make a square from a rope (i.e., stand in the shape of a square with their team). 4. Disorientate each participant by moving them a bit, spinning them around, etc. 5. Give each participant one piece of information—and only one—from this list: a) All team members are blindfolded and must remain so for the duration of the activity. b) The rope you are holding is approximately ___ feet in length. c) The role you are holding is knotted together to form a circle; it must not be undone. d) You must not let go of the rope. e) You will be told when you have 5 minutes remaining. 6. Allow the teams to work on the activity and inform them when they have 5 minutes left.
DEBRIEFING/ EVALUATION	Do you feel as a group you communicated effectively? During the Activity, what communication skills did you use effectively? During the activity, what communication skills could you have used to improve performance? How important is communication in the workplace? Why? What key points have you learned about communication from this activity, that you wish to apply in the workplace?
TIPS FOR TRAINERS	

ACTIVITY #8	
TITLE	Presentation Skills
SUB-TOPIC(s)	3. Presenting your project idea/pitch
OBJECTIVE(s)	Knowing your audience and the objectives of the presentation Having confidence in your presenting abilities Use your imagination to create great presentations Take away ego and focus on the audience Breaking down barriers How to use feedback and follow-ups
TIME	1 hour
MATERIALS & PREPARATION	It would be beneficial to have handouts of the presentation for participants. This could also be done via a projector, monitor or screen with Powerpoint (YES_Annex_M9_A8). It would be beneficial to show some of the useful links.
INSTRUCTIONS	It is important that this exercise is supervised at all times to ensure full and proper analysis of the participant's presentation skills. Be critical, look for ways of encouraging improvement in all aspects. Use external volunteers if appropriate, people who don't know the participants and seek their feedback.
DEBRIEFING/ EVALUATION	Give the participants feedback; ask them what they thought of the exercise. Offer support where you think it is appropriate.
TIPS FOR TRAINERS	Be proactive; encourage interaction amongst the group. Make sure everyone has a role to play. Ensure participants are given the relevant feedback to improve themselves. The facilitator can even record the presentation to analyse it after with the participants or create a role play scenario like "Shark Tank".

ACTIVITY #9	
TITLE	Creating your Campaign
SUB-TOPIC(s)	4. Campaigning and Advocacy
OBJECTIVE(s)	Reflect about the importance of adapting a communication campaign Provide an opportunity for participants to practice how to create a campaign
TIME	40 minutes
MATERIALS & PREPARATION	Exercise Handout, Pens
INSTRUCTIONS	Fill in the canvas for "Creating your Campaign" by creating a hypothetical cause/project or using one previously outlined in other modules. Use the instructions in the handout. YES_Annex_M9_A9
DEBRIEFING/ EVALUATION	Was it difficult or easy? What challenges did you face? How can you use this exercise to apply in your social project/cause and to become an active citizen?
TIPS FOR TRAINERS	It can be done individually, in pairs or small groups depending on the autonomy level of the participants.

ACTIVITY #10	
TITLE	Crazy Comic
SUB-TOPIC(s)	1. Verbal and Non-Verbal Communication 2. Active Listening
OBJECTIVE(s)	To communicate ideas with others and make group decisions based upon discussion.
TIME	50 minutes
MATERIALS & PREPARATION	Paper, Pens or pencils, Coloured markers, crayons, or coloured pencils
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Divide the group into smaller groups of three to six members each. 2. Supply each person in each group with a piece of paper and writing utensil. 3. Instruct the groups that they are to create an original comic strip and each person in the group must draw one frame of the strip (if there are four people in a group, the comic strip will contain four frames). 4. The group must decide what to draw, the story line and who will draw what (there is a lot of communication involved in this one) 5. Once the discussion has taken place about the comic strip and the decisions have been made, each person draws the frame s/he is responsible for on his/her own piece of paper. Everyone should be drawing at the same time and not taking turns with their group members. If you want to make it really challenging, don't allow group members to see each others' papers when they are drawing. 6. After the comic strips are completed, allow time for sharing and give each group a chance to show their comic strip to the other groups.
DEBRIEFING/ EVALUATION	<p>What different communication skills were needed for this activity?</p> <p>How important was communication during this activity?</p> <p>What was the most difficult part of this activity for you?</p> <p>Did your comic strip flow? Why or why not?</p> <p>When involved in part of a group process, do you want things to always go your way or do you allow others to contribute ideas?</p> <p>Why is it important to be able to make decisions with other people?</p> <p>What things do you need to do when making decisions with others?</p> <p>In your life, when is it important to be able to communicate clearly with others?</p>
TIPS FOR TRAINERS	Give them some ideas about what characters or settings to use in the comic strips.



10 | CONNECTING THE DOTS

AIM & OUTCOMES

"Connecting the Dots – your final challenge", shall connect the whole journey for the participants, giving a closure and setting an after-plan. The map platform will be introduced in this phase and strongly encouraged to youth to use it as a way of networking.

The objectives of the module are:

- To give a practical overview of all the modules.
- To mobilize participants to take action and create an after-action plan.
- To explore local/national/EU opportunities and funds to further explore the topic and their projects.
- To connect the participants among EU networks.

The overall expected result is to consolidate the acquired knowledge and to define an action plan after the training.

SUB-TOPICS

10.1 | Active Citizenship: an overview

10.2 | Creating an After-Action Plan

10.3 | Searching for Opportunities

DURATION

6 hours

COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Components of Active Citizenship applied at their daily life
- Funding, Learning and Networking opportunities at local, national and European level.
- Specific methodologies to help to prepare and evaluate action plans for the projects.

SKILLS

- Planning and Problem-Solving
- Learning to learn
- Citizenship competence

ATTITUDES

- Reflection
- Proactivity
- Open mind



10.1 | ACTIVE CITIZENSHIP: AN OVERVIEW

THEORETICAL CONTEXT

From all modules, we can conclude that active citizenship means people getting involved in their communities and democracy at all levels from local to national and global. Therefore, an active citizen promotes the quality of life in a community through both political and non-political process developing a combination of knowledge, skills, values and motivation to work to make a difference in the society.

To facilitate, we can divide the concept according to Hoskins et al. (2006), in four main components:

- Political Life - referring to the sphere of the state and conventional representative democracy such as participation in voting, representation of women in the national parliament and regular party work (party membership, volunteering, participating in party activities and donating money).
- Civil Society – meaning collective action around shared interests, purposes, and values as for example involvement in protests, human rights organizations, environmental organizations, and trade union organizations.
- Community Life – engagement in ‘community minded’ or ‘community-spirited’ activities that are less political action and accountability of governments, such as unorganized help, religious organizations, sport/cultural/social organizations that work at community level.
- Values – meaning for example recognition of the importance of human rights, democracy, and intercultural understanding.

One of the methodologies that it is useful into this big picture goal is the 5W1H, which can be used to give an overview of the learning outcomes, but also to create an after-action plan regarding the participants’ project.

According to the principle of the 5W1H, a journey is only complete if it answers all the interrogative questions. Here there is an example to apply this methodology to give an overview over the training:

- 1st W: What have you learned in this pathway? Having in mind what the participants have learned throughout the 9 modules, it is important to explore:
- 2nd W: Why is that important in the process to become an active citizen?
- 3rd W: When can you apply those teachings?
- 4th W: Where can you apply it?
- 5th W: Who can you involve if you want to explore or to take action regarding what you have learned at local/European level?
- H – How will you exercise your citizenship after this training at your local community and Europe as a whole?

Some examples on how to help youth reflect on each question:

- **1st W: What have you learned in this pathway?**

M1: Strategies to strength Self-Confidence, increasing proactivity and learning one's passions and interests.

M2: The importance to improve determination and resilience, keeping self-motivation, while managing stressful situations and coping with difficulties.

M3: How by accepting oneself with strengths and weaknesses, with an active attitude aimed at a general improvement, one can progress to achieve goals.

M4: More knowledge about fundamental values and rights of the European Union project, strengthening a European identity.

M5: How to promote intercultural diversity and the importance of social integration and intercultural understanding.

M6: Strategies to managing positive relationships with others (in a team of peers and with beneficiaries), understanding the importance of the contribution that we can bring when engaging in activities.

M7: Inspiration to be a Social Entrepreneur and strategies to increase creativity, overcoming problems with creative solutions.

M8: Project management strategies.

M9: New strategies to communicate from oneself to a project or creating a campaign to defend a cause.

- **2nd W: Why is that important in the process to become an active citizen?**

To assist youth to gain:

The right Attitude of an active citizen: Awareness, self-acceptance and improvement of our emotional and relational skills is essential for becoming an active citizen, understanding what contribution we can offer to the team, the community and to the others (thanks to our strengths). Be an active part of the society nowadays can demand a strong, determined, and curious self.

The right Knowledge of what is active citizenship about: Acquiring a critical perspective and general knowledge is crucial to take action, therefore first it is important to learn more about problems, solutions, rights and the different possibilities available for the EU citizens, for then to create a personal plan.

The right Skills to take action: Being an active citizen makes the person see beyond the problems of the community and broaden horizons on global problems and transform it into solutions with the right skills to create a positive last-longing impact.

- **3rd W: When can you apply those teachings?**

In the everyday life: The development of active citizen's skills, knowledge and attitude will be a learning useful in many different moments of life. From being better self-disciplined and more empathetic with others in the daily life, to assume a posture regarding worlds' challenge and create an impactful solution.

In the moment of applying for a job: The knowledge and the experience gained from this pathway will be a valuable source of new competence. Being an active citizen and participating in different actions will provide them great elements to add to their CV.

In the moment of managing a team: The leadership competences are useful when you work in a team and you can play a crucial role in motivating the others to work to actively cooperate, to overcome conflicts, to have open and reciprocal relationships, to make a difference in the society.

In the moment of voting for your community, country or your Europe: being able to understand what is going on in the world, sensible to challenges and assume a critical posture will guarantee an informed decision in order to assume political decisions and to create a personal identity. When in the presence of an injustice or something that youth believe should change in society, participants will be able to recall the knowledge and the tools they got from this training and take action!

- **4th W: Where can you apply these learning outcomes?**

In the participants personal, professional and community areas, whenever and wherever participants need to set a goal and carry it on. In EU, in the moment each person wonders about what does it means to be a European citizen!

- **5th W: Who can you get in touch with if you want to explore more each topic?**

To explore more M1-3, that points more towards the relationship with oneself, youth can consider to speak with Youth Centres, NGOs, psychologists, coaches, attend trainings, seminars or Youth EU mobilities, either to deepen in the internal self-development process or to learn how to promote it towards others.

To explore more M4-6, that addresses thematic on the relationship with the others and in the local/global community, participants can get involved in local NGOs that work each thematic, people from other cultures, public bodies, among others.

To explore more M7-9, that addresses more project skills, youth can get in touch with NGOs that disseminate trainings information, incubators of projects, training centres or explore platforms like SALTO Youth.

- **H – How will you exercise your citizenship right at your local community and Europe as a whole?**

Youth can exercise their citizenship by getting involved in their local community and democracy at all levels, from towns to cities to nationwide activity. Each participant must compromise with specific action. Examples of actions can be organizing a small campaign to clean up their street or be part of a big project aimed at educating young people about democratic values, skills and participation; it depends on the each one motivation, interests and strengths; volunteering initiatives in the community, being engaged in already structured organization, or collecting other persons interested in working on the idea. A very important tool is to work on 3 elements: 1) the team, 2) the plan, and 3) the network.

Coming to the last module, it is important to reflect on what participants have learned connected to the different dimensions of active citizenship, demystifying some left misconceptions, answering some remaining doubts, but most of all: make youth compromise to take an active role in, ideally, every dimension.

RESOURCES

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- Hoskins, B. (2006) A framework for the creation of indicators on active citizenship and education and training for active citizenship. Ispra, Joint Research Centre
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- <https://www.isixsigma.com/implementation/basics/using-five-ws-and-one-h-approach-six-sigma>
- https://www.mindtools.com/pages/article/newTMC_5W.htm
- <https://its.unl.edu/bestpractices/remember-5-ws>



10.2 | CREATING AN AFTER-ACTION PLAN

THEORETICAL CONTEXT

There are several methodologies that could be used. Independent of the activity, the facilitator needs to clarify with the participant the following aspects:

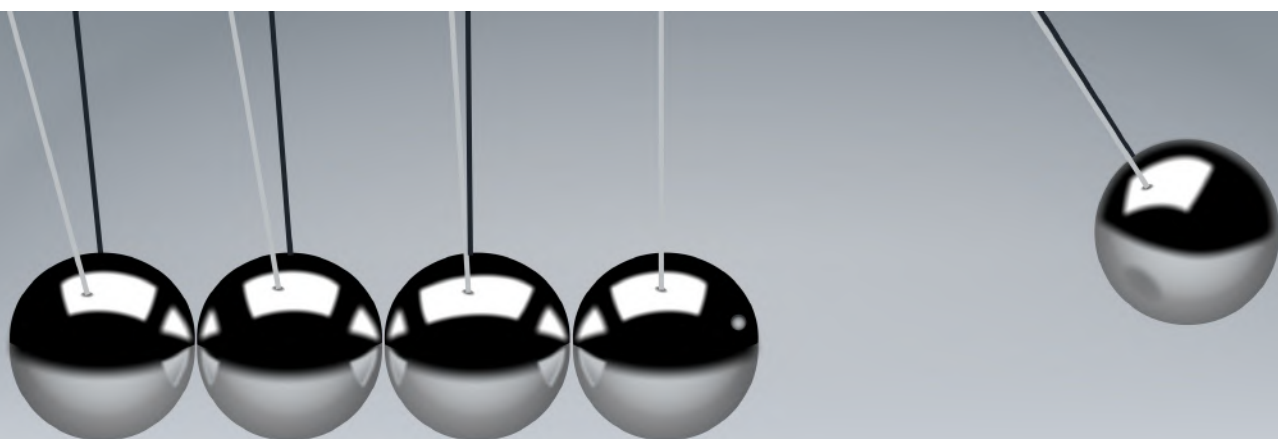
- Define SMART objectives to pursuit in short (in a month), medium (in 6 months), and long term (in a year).
- Reflect on the utility of the learning outcomes on the pursuit of such objectives.
- Assess possible obstacles, risks, and opportunities.
- Create deadlines, milestones and measures.
- Focus on the importance of networking and partnerships, highlighting the possibility to use the map platform or other means to strengthen the network.
- Create compromise and checkpoints to keep accompanying each participant.
- Emphasise the current opportunities available on EU.
- Strength the group boundaries and schedule periodically online meetings for the group to keep in touch.

It is important to create an after-action plan for the project that they have developed along the training, but also to have a personal plan that touches all the dimensions of active citizenship and spheres of the participants life.

The map platform will be an asset to spread ideas and create a community, giving the possibility to the participants to keep dynamizing it autonomously.

RESOURCES

- <https://creately.com/blog/diagrams/how-to-write-an-action-plan/> (Very useful in the creation of an action plan for a project);
- <http://www.mindofwinner.com/create-personal-development-plan/> (Very useful in the creation of a personal plan)
- <http://changesuk.net/themes/active-citizenship/>



10.3 | SEARCHING FOR OPPORTUNITIES

THEORETICAL CONTEXT

After having a clear idea of what each participants wants or feels attracted to (here it is important to remind them past activities like SWOT analysis), it comes to start searching for opportunities to achieve their goals.

We can divide this type of opportunities in:

1. Education (Formal education, VET training E+, courses...)
2. Training (Youth mobilities E+, conferences, seminars...)
3. Volunteering (European Solidarity Corps, AIESEC, Workaway...)
4. Internships (AIESEC, European Solidarity Corps...)
5. Accelerators (Erasmus+ for entrepreneurs,...)
6. Funding (crowdfunding, calls...)
7. Job experiences (United Nations opportunities, EURES...)

Online and offline the number of opportunities is endless for youth to follow their dreams. In this list, the facilitator should include national and regional opportunities. A list of platforms that helps gathering all the opportunities at national level is given. The most important is to help participants to get clear of what kind of experience they need and for what.

RESOURCES

- <https://programmes.eurodesk.eu/learning>
- <https://www.salto-youth.net/tools/european-training-calendar/>
- <https://www.opportunitiesforyouth.org/>
- <https://www.erasmus-entrepreneurs.eu/>
- <https://ec.europa.eu/eures/eures-searchengine/page/main?lang=en&app=2.1.1p1-build-0#/search>
- <https://europeanvoluntaryservice.org/find-evs/>
- <https://www.workaway.info/>
- <http://wwwoofinternational.org/>
- <https://www.unicef.org/careers/volunteers-unicef>
- <https://www.unv.org/become-volunteer>
- https://europa.eu/youth/solidarity_en
- <https://aiesec.org/>
- https://ec.europa.eu/programmes/erasmus-plus/node_en
- <https://eca.state.gov/fulbright>

PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Give an overview with the 5W-1H Analysis Tool
SUB-TOPIC(s)	1. Active Citizenship: an overview
OBJECTIVE(s)	To guide a general overview over what the participants learned throughout the training.
TIME	45 minutes
MATERIALS & PREPARATION	Flipcharts and markers, 1 Chart with the 1st W, 1 Chart with the remaining Ws, 1 Chart with the H, 1 Chart with Attitudes, Skills and Knowledge.
INSTRUCTIONS	<p>In the case of using this methodology to (a) Guide a general overview of the learning outcomes. Give 15 minutes for participants to go around the first three charts, filling in their insights. The first chart will have the 1st W: What have you learned in this pathway?.</p> <p>The second chart (Having in mind what the participants have learned throughout the nine modules), has the following Ws: (1) Why is that important in the process to become an active citizen?; (2) When can you apply those teachings? (3) Where can you apply it? (4) Who can you involve if you want to explore or to take action regarding what you have learned at local/European level?.</p> <p>The last chart should have "How will you exercise your citizenship after this training at your local community and Europe as a whole?".</p> <p>It is important for participants to follow the order of the charts.</p>
DEBRIEFING/ EVALUATION	<p>First, reflect on the 1st W: What have you learned in this pathway?</p> <p>"Dividing the information into ATTITUDES, KNOWLEDGE and SKILLS, what do we have?" (Fill a table with the discussed information).</p> <p>"If we go throughout each module, there is something else you would like to add?" (Go through the 9 modules).</p> <p>Having in mind what participants have learned throughout the 9 modules, create a discussion around the remaining questions, asking them to complete with new information when possible.</p>
TIPS FOR TRAINERS	

ACTIVITY #2	
TITLE	Create an Action Plan with the 5W-1H Analysis Tool
SUB-TOPIC(s)	2. Creating an After-Action Plan
OBJECTIVE(s)	To create a simple after-action plan regarding their project.
TIME	30 minutes
MATERIALS & PREPARATION	Flipcharts and markers
INSTRUCTIONS	<p>1. Show an example of a successful local project answering the questions:</p> <p>What? – What will be my first step regarding my project?</p> <p>Who? – Who I will engage first?</p> <p>When? – When will the next steps take place?</p> <p>Where? – Where will it take place?</p> <p>Why? – Why did I choose to take those first steps?</p> <p>How? – How will the first activities be done? How will you ensure its outcomes?</p> <p>2. Help participants to reflect on these answers having in mind the project that was being developed throughout the modules.</p> <p>3. Ask each other to present their action plan.</p>
DEBRIEFING/ EVALUATION	<p>"What was most difficult in this plan?"</p> <p>"What is the first step you will compromise to do it after leaving this training?"</p> <p>"How can the map platform help you in this plan?"</p>
TIPS FOR TRAINERS	

ACTIVITY #3	
TITLE	Plan Do Study and Act (PDSA) Cycle Analysis
SUB-TOPIC(s)	2. Creating an After-Action Plan
OBJECTIVE(s)	To create a simple after-action plan regarding their project, allowing participants to plan to test a certain pilot or idea, either testing the idea behind the project that they have design (ideally) or to test a certain goal related to AC like wanting to volunteer in a social organization.
TIME	30 minutes
MATERIALS & PREPARATION	A4 paper will be needed as well as writing equipment such as pens or pencils.
INSTRUCTIONS	<p>1. Tell participants to select an idea behind the project that they have design (ideally) that they want to test first, or a certain goal related to AC they want to do primarily like wanting to volunteer in a social organization.</p> <p>2. Ask to fill in the following boxes:</p> <p>Plan – What does the participant wants to test? How does he/she going to proceed and to measure it? When and where?</p> <p>Do – Prepare the participants to operationalize their doing setting concrete actions.</p> <p>Study – Prepare the participants to set analysis criteria that they will look into once “do” phase is over.</p> <p>Act – Prepare the participants to learn to balance the pros and cons and deciding.</p> <p>Repeat, setting a new plan if necessary.</p> <p>3. Give a short example.</p> <p>4. Discuss</p>
DEBRIEFING/ EVALUATION	<p>How difficult was to focus on one action?</p> <p>How will you ensure that we will concretize this plan?</p>
TIPS FOR TRAINERS	<p>One of the most important aspects of this methodology is to adapt to the different contexts of the different participants, giving them the freedom to pursuit different pilots' type.</p> <p>Here is a short example:</p> <p>Plan – (a) Select some interesting causes that you feel pull to; (b) Set a list of possible organizations that defend those causes; (c) Reflect on your availability to do volunteering work (time, emotional and skills) and also setting some criteria to assess the organization;</p> <p>Do – (a) Contact a short list of organizations in order to explore the conditions to volunteer there. (b) If necessary, visit some of them.</p> <p>Study – (a) Assess the previous phase with the criteria of the first phase.</p> <p>Act – (a) write the pros and cons of volunteering in the different organizations; (b) Select the ideal one.</p>

ACTIVITY #4	
TITLE	Political Economical Social and Technological (PEST) Analysis
SUB-TOPIC(s)	2. Creating an After-Action Plan
OBJECTIVE(s)	Spot opportunities and assess difficulties regarding their project idea.
TIME	60 minutes
MATERIALS & PREPARATION	A4 paper and markers
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Firstly, discuss PEST, why it is useful, what are its pros and cons and when it should be used. 2. Give an example of a project using PEST. 3. Tell participants to go through their own projects and analyse the opportunities or constraints regarding different perspectives: <ol style="list-style-type: none"> a. Political b. Economic c. Socio-cultural d. Technological 4. Presentation and discussion 5. Writing concrete actions to implement after the training to seize the opportunities or tackle the constraints.
DEBRIEFING/ EVALUATION	<p>How difficult was to focus on one action?</p> <p>How will you ensure that we will concretize this plan?</p>
TIPS FOR TRAINERS	Ensure candidates are involved during the round table to get the best out of the training. You will be able to see if they understand why they are asking the questions by the types of answers given during the round table discussion elements.

ACTIVITY #5	
TITLE	Opportunity Fair
SUB-TOPIC(s)	3. Searching for Opportunities
OBJECTIVE(s)	Spot opportunities and assess difficulties regarding their project idea.
TIME	60 minutes
MATERIALS & PREPARATION	<p>Previous contacts with relevant organizations.</p> <p>As homework, participants should reflect on their needs and what type of opportunities they would be more interest in.</p>
INSTRUCTIONS	<p>Call for an online or presential meeting, relevant organizations regarding:</p> <ol style="list-style-type: none"> 1. Education (Formal education, VET training E+, courses...) 2. Training (Youth mobilities E+, conferences, seminars...) 3. Volunteering (European Solidarity Corps, AIESEC, Workaway...) 4. Internships (AIESEC, European Solidarity Corps...) 5. Accelerators (Erasmus+ for entrepreneurs,...) 6. Funding (crowdfunding, calls...) 7. Job experiences (United Nations opportunities, EURES...) <p>An alternative could be to gather information and the facilitator to present it. It could be used dynamic methodologies as online quizz, Q&A.</p>
DEBRIEFING/ EVALUATION	There was any opportunity that called for you?
TIPS FOR TRAINERS	

ACTIVITY #6	
TITLE	TREE OF LIFE
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Active Citizenship: an overview 2. Creating an After-Action Plan 3. Searching for Opportunities
OBJECTIVE(s)	To reflect on the learning outcomes To design an after-action plan
TIME	40 minutes
MATERIALS & PREPARATION	Flipcharts and markers
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Ask each participant to draw a tree in a flipchart. 2. Tell them to fill post-its the: <ol style="list-style-type: none"> a. Roots – interests and passions that they have discovered or reinforced throughout the course. b. Trunk – skills, attitudes and knowledge that they have learned. c. Leaves – objectives at short term. d. Fruits – objectives at long term. 3. Presentation in pairs and reflection about possible strategies to get from the roots to the fruits. Do several rounds. 4. Presentation and discussion in big group.
DEBRIEFING/ EVALUATION	How was this process? Can you identify possible obstacles and strategies to tackle them?
TIPS FOR TRAINERS	

ACTIVITY #7	
TITLE	CLOUD 9
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Active Citizenship: an overview
OBJECTIVE(s)	To reflect on the learning outcomes To compromise with actions towards active citizenship
TIME	40 minutes
MATERIALS & PREPARATION	Flipcharts and markers
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Ask each participant to draw three clouds. 2. Tell them to fill post-its with small actions to compromise regarding each cloud/dimension of active citizenship based with what they have learned: <ol style="list-style-type: none"> a. Political Life b. Civil Society c. Community Life d. Values. 3. Presentation and discussion in big group.
DEBRIEFING/ EVALUATION	How was this process? Do you feel more motivated to become an active citizen?
TIPS FOR TRAINERS	Explore the four dimensions before participants start writing.

ACTIVITY #8	
TITLE	THE BIG CLOSURE
SUB-TOPIC(s)	1. Active Citizenship: an overview
OBJECTIVE(s)	To reflect on the learning outcomes To strength group spirit
TIME	40 minutes
MATERIALS & PREPARATION	Flipcharts and markers, Camera (if possible)
INSTRUCTIONS	1. Ask the participants to record sharing and testimonies of good moments and memorable moments that they have lived together. 2. Ask the participants to organize a little campaign to motive youth to become active citizens. 3. Tell them to create a group picture that reflects the spirit of the group. 4. Presentation and discussion in big group.
DEBRIEFING/ EVALUATION	How was this process? Ask for the Feedback of the five fingers of the training: <ul style="list-style-type: none"> 1 Positive aspect 1 Relevant aspect 1 Negative aspect 1 Aspect that I take for my life 1 Aspect about logistics
TIPS FOR TRAINERS	Participants can use their phones if the facilitator does not have a video camera.

RESOURCES

- <https://www.isixsigma.com/implementation/basics/using-five-ws-and-one-h-approach-six-sigma>
- https://www.mindtools.com/pages/article/newTMC_5W.htm
- <https://its.unl.edu/bestpractices/remember-5-ws>
- <https://blogs.lse.ac.uk/impactofsocialsciences/2015/04/08/using-the-5-ws-to-communicate-your-research/>
- <https://www.managers.org.uk/wp-content/uploads/2020/03/Carrying-out-a-PEST-analysis.pdf>
- <https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet>
- https://www.mindtools.com/pages/article/newTMC_09.htm
- <https://www.professionalacademy.com/blogs-and-advice/marketing-theories---pestel-analysis>
- <http://www.ihl.org/resources/Pages/HowtoImprove/ScienceofImprovementTestingChanges.aspx>
- <https://www.smartsheet.com/content/plan-do-study-act-guide>
- <https://asq.org/quality-resources/continuous-improvement>
- <https://www.managers.org.uk/wp-content/uploads/2020/03/Carrying-out-a-PEST-analysis.pdf>
- <https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet>
- https://www.mindtools.com/pages/article/newTMC_09.htm
- <https://www.professionalacademy.com/blogs-and-advice/marketing-theories---pestel-analysis>