Entrepreneurship & Youth Empowerment

Competence Based Development Programme for Social Inclusion and Employment

Handbook
for Entrepreneurship & Youth Empowerment

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PRESENTATION OF THE ORGANIZATION

PROACTING – Association for the Promotion of Entrepreneurship and Employability (a non-profit association), was born in Porto, in 2019, by the hand of a group of people from three ecosystems: the Entrepreneurial, the University, and the Youth.

PROACTING intends to be a facilitator of interaction between companies and entities of the SCTN (National Scientific and Technological System), thus enhancing the entrepreneurial dynamics of opportunity over the entrepreneurial dynamics of necessity and the qualification of youth employment.

More than fostering interactions, PROACTING intends to be an active agent in the promotion of a HUB that brings together the different sensibilities in a single innovation ecosystem, with a strong influence on social innovation.

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Although the conceptual framework in which we intend to act is one of qualified leverage, we will not cease to have as a constant focus young people who for various reasons present a framework of fewer opportunities to achieve their goals, actively seeking contexts and solutions to provide their active participation and personal and social development – we are all important, we can all be useful, we are all necessary.

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PRESENTATION OF THE PROJECT

Problem and Needs

In a rapidly changing world, youth gaps are a growing reality. Lack of key competencies for lifelong learning, entrepreneurial mindsets, and attitudes and guidance hinder the integration of young Europeans into the labor market and society.
As a direct and indirect effect it increases:

- No. of young people experiencing social exclusion and disintegration: in 2017, the social exclusion risk rate for young people aged 16-29 was 27,7%. For the EU(28) this figure corresponded to 21.8 million young people (source: Eurostat);
- No. of young NEETs: in the EU(28), in 2017, the rate of young NEETs was 17.2% (source: Eurostat);
- No. of young unemployed people: in the EU(28), in 2017, the unemployment rate for the 15-24 age group was 20.2% and for the 25-34 age group was 25.4% (source: Pordata).

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And add situations such as integration in precarious jobs and socially deviant behavior (e.g. radicalization of behavior and violence). The scenario worsens when we talk about under-represented social groups such as ethnic minorities and migrants who face greater difficulties of social and professional insertion.

We identify, in this context, an important and neglected social problem:

- Social exclusion of young people and disintegration in the labor market as a consequence of the absence of key competencies for learning lifelong learning and entrepreneurial thinking and attitudes.

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Objectives

1. To promote the empowerment of young people through the development of key competencies for lifelong learning and the adoption of entrepreneurial thoughts and attitudes;

2. To promote youth entrepreneurship, through the transfer of knowledge and methodologies, methods and tools for starting new jobs;

3. Promote the social inclusion of young people, including socially under-represented groups (such as ethnic minorities and migrants), by creating opportunities and training for labor market integration;

4. Promote the empowerment of social agents (such as youth workers, trainers, teachers, etc.) for social inclusion work and youth entrepreneurship;

5. To promote the potentialities of the NFE methodology in the training and in the personal, social and professional development of young people;

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6. Providing educational institutions with skills for the incorporation of complementary actions to formal education for the personal, social and professional development of personal, social and professional development of young people;
7. To share existing good practices based on the intervention programme for the development of key competences for lifelong learning and adoption of entrepreneurial thoughts and attitudes that is the transition bridge between education and the labour market.

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Needs

1. To encourage the discovery of the potential of the young generations, so that they become more capable, aware, entrepreneurial, and highly skilled in adapting to social evolution and change;

2. To encourage the effective, efficient, and innovative intervention of institutions in internal and youth empowerment;

3. To promote access to opportunities, namely social and professional, with the proper guidance and transfer of common values and knowledge;

4. To create a program highly comprehensible and understood by all social agents, with potential for adaptation, scalability, and institutionalization.

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Results during the project

1. Compilation of knowledge, experiences, and current good practices that promote the resolution of the social problem;
2. Methods and tools for developing key competencies for lifelong learning and adoption of entrepreneurial thoughts and attitudes by young people based on NFE (complementing FE and EI);
3. Methods and tools based on tested practices with young people;
4. Personal, social, educational, and emotional competencies;
5. Competences of the reference framework of the EU Council Recommendations.

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Results end of the project

In addition to all the results addressed above, it is expected:

- Materialization of the project in a tangible result:
  1. EYE – Entrepreneurship & Youth Empowerment: Manual;
  2. EYE – Entrepreneurship & Youth Empowerment: Manual for Youth Workers;
- Materialization of materials for dissemination of results and the Erasmus+ program.

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Innovation

The word "innovation" is derived from the Latin verb *innovare*, which means to renew. In essence, the word has retained its meaning up until today. Innovation means to improve or to replace something, for example, a process, a product, or a service. In the context of companies, however, the term needs a definition.
The creation of value is a defining characteristic of innovation.

Organizations have several options to increase their competitiveness: they can strive for price leadership or develop a strategy of differentiation. In both cases, innovation is essential.

- Companies that choose price leadership must secure their long-term competitiveness by developing innovative, highly efficient processes. Process optimization and continuous improvement in terms of costs are important for them.

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- Companies that strive for a differentiation strategy need innovation to develop unique distinguishing features from their competitors.
- Many start-ups launch their activities by developing an innovative product or service.

Continuous innovation is, therefore, crucial for all companies. The main difference is in the focus of the innovation strategy, which varies considerably from company to company.

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Factors of innovation of the EYE project:

1. Sharing of practices, methods, and tools that incite the development of key competencies for lifelong learning and the adoption of entrepreneurial thoughts and attitudes of the target group.

How? Through the constitution of a consortium highly experienced, qualified and skilled for the themes, objectives, and methodologies of the project; through the inclusion of stakeholders who may be investors in the projects developed and through the implementation of activities that appeal to the active, conscious, critical and enterprising participation of the target groups.

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2. Appropriation of basic scientific knowledge – studied, tested, and validated in areas from social, entrepreneurial, and social innovation, to education to education, economics, engineering, etc. – which have made it possible to identify the problem, the needs and to outline the objectives, define the activities, results, and impacts.

How? Through a phase of research and identification of studies and practices currently implemented and through communication with elements of the identified areas who, through debate and active sharing of knowledge, contributed to the identification of the problem and needs..

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3. Methodologies transversality, in order to highlight the potential of each one to solve the social problem.

How? By incorporating the NFE – and all the character dynamics that encourage personal and social development, such as the get to know, ice breakers, group dynamics, reflection, sharing, debate, active construction of knowledge, personal and group evaluation, etc. – so that gaps in PE can be worked on; through the recognition of NFE in the development of skills and entrepreneurial attitudes adjusted to one's personal rhythm, expectations, and goals; through the appropriation of EF for the co-creation of materials, which are understandable and based on real knowledge and through the appropriation of EI in group dynamics so that European social values are recognised and transferred.

4. Particular focus on under-represented social groups that face higher social and labor market exclusion situations compared to their peers. Specifically, when analyzing the youth unemployment rate, in the EU(28) in 2017, we find that the population of European origin was 16.2%, for the migrant population born in the EU it was 16.5% and that for the migrant population born outside the EU the rate increased significantly to 27.1%. When analyzing the development of early leavers from education and training for the group aged 18-24-year-olds in the EU(28) between 2008-2017, we find that young people born in a foreign country or foreign citizens are generally at higher risk of dropping out foreign citizens are overall at higher risk of leaving education and training before having completed upper secondary level (source: Eurostat)

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How? By promoting an intervention that is apt and adjusted to the current trend (and EU priorities) of integrating young people belonging from under-represented social groups and supporting the adaptation of higher education institutions to this change; through the linguistic cultural and social adaptation of the program through translation and support in creating and interpreting the content and materials developed; through regular monitoring and support in labor market integration and through the involvement of stakeholders who can be a vehicle for insertion of young people belonging to groups under-represented in the labor market.

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5. Tangibility of and free access to contents, materials, and results. The intention is to ensure that everyone, without exception, has free access free and open access to the content and materials produced so that they recognize the project, the results, and potential social impacts and the Erasmus+ program. Thus, they will be able to replicate the intervention and continuously generate new results and social impacts.

How to do it? Sharing the content, materials, and results on free, easily accessible, and understandable websites and platforms (for example, Erasmus+ results dissemination platform, etc.) and linguistic adaptation of them.

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PARTNERS OF THE PROJECT

1. UNIVERSITY OF PORTO

Founded in 1911, UPORTO is one of the largest higher education and research institutions in Portugal with 31.309 students (19% international, including mobility), 2.436 academics & researchers, and 1.576 administrative staff. It is one of the best-positioned PT HEI in national and international rankings: Times Higher Education 2018 (401-500); QS 2018/19 (328); Leiden 2018 (145); NTU 2018 (218).

It has 14 Faculties, 1 Business School, and 60 Research Units located in 3 campuses within Porto. U.PORTO is the most south-after PT HEI among the PT applicants to the HE System (1.72 applicants per available vacancy). UPORTO is the leading producer of science in Portugal, responsible for 24,8% of the scientific production in PT.

PARTNERS OF THE PROJECT

2. DOREA EDUCATIONAL INSTITUTE WTF

DOREA Educational Institute is a non-profit NGO established in 2012 in Cyprus.

DOREA Educational Institute's general scope is to offer high-quality non-formal education for youth and adults, covering the three main areas of conformal education, which are socio-cultural (popular) education, education for personal development, and professional training. The professionals working at DOREA, both as staff and external trainers are specialized in delivering excellent and feasible solutions for those who wish to continue personal and professional development through life-long learning educational programs.

PARTNERS OF THE PROJECT

3. PAR INSTITUTE

PAR Institute for developing lifelong learning (PAR Institute) is a non-profit organization founded in 2013. to promote the culture of lifelong learning, develop new educational programs, and encourage individuals to recognize their potential, abilities, and skills through education, information, and involvement in decision-making processes. The PAR Institute's focus is a youth education and education of other community members as its primary goal: the development of civil society through lifelong learning.

On those grounds, PAR Institute has developed its philosophy relying on entrepreneurship education and lifelong learning to mitigate the consequences of unemployment and make all citizens seeking work and productive expression competitive at the labor market.

PARTNERS OF THE PROJECT

4. FURIM INSTITUTE

Institute was founded in Oslo, Norway in 2013.

FURIM Institute is committed to make social impact by developing innovative solutions. We generate knowledge by utilizing evidence-based approaches in order to verify the needs and expectations of individuals and puts this knowledge into practice by designing and implementing cutting-edge products and services. The major priority is to give a chance to the ones in need by trying to analyse their needs and expectations, develop and implement solutions and make the sustainable effect of our interventions.

Main sectors: Education & Training, and Well-being & Sport.
Priority Areas: Inclusion, Innovation & Entrepreneurship, Digitalization, Career and Skills

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INTRODUCTION

What is Entrepreneurship?

Entrepreneurship is the act of creating a business while building and scaling it to generate a profit, but as a basic entrepreneurship definition, that one is a bit limiting.

The more modern entrepreneurship definition is also about transforming the world by solving big problems like social change or creating an innovative product that challenges the status quo of how we live our lives daily.

Entrepreneurship is what people do to take their career and dreams into their hands and lead it in the direction they want.

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It's about building a life on your own terms.

- No bosses.
- No restricting schedules.
- No one holding you back.

Entrepreneurs are able to take the first step into making the world a better place – for everyone in it, including themselves.

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What is an Entrepreneur?

An entrepreneur is a person who sets up a business to make a profit. This entrepreneur definition can be vague, but for a good reason.

An entrepreneur can have a home business idea and set up their first online store on the side or a freelancer just starting. They're considered entrepreneurs, though some disagree because where you start isn't necessarily where you'll end up.

An entrepreneur starts a side hustle that can eventually create a full-time, sustainable business with employees. Same with the freelancer.

If your entrepreneurial mindset is focused on creating a profitable business, you fit the entrepreneur definition. But the entrepreneur meaning involves much more than being a business or job creator.

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Entrepreneurs are some of the world's most powerful transformers. Entrepreneurs imagine the world differently, from Elon Musk sending people to Mars to Bill Gates and Steve Jobs making computers part of every household.

And the entrepreneur definition rarely ever talks about the enormous impact these thought leaders have on the world.

Entrepreneurs see possibilities and solutions where the average person only sees annoyances and problems.

Understanding what an entrepreneur is can help more people recognize the value they can – and already do – contribute to the world.

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What is the importance of Entrepreneurship?

- *Entrepreneurs create jobs:* Without entrepreneurs, jobs wouldn't exist. Entrepreneurs take on the risk to employ themselves. Their ambition to continue their business' growth eventually leads to the creation of new jobs. As their business continues to grow, even more jobs are created.

- *Entrepreneurs innovate:* Some of the most critical technologies in today's society have come from businesses. The technological advances come out of a need to solve a problem, create efficiencies, or improve the world. In periods where there's more technological advancement, there's usually an entrepreneur to thank for it.

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- ***Entrepreneurs create change:*** Entrepreneurs dream big. So naturally, some of their ideas will make a worldwide change. They might create a new product that solves a burning problem or take on the challenge to explore something never explored before—many aims to make the world better with their products, ideas, or businesses.

- ***Entrepreneurs give to society:*** While some believe the rich are evil and greedy, they often do more for the greater good than the average person. They make more money and thus pay more in taxes, which helps fund social services. Entrepreneurs are the biggest donors to charities and nonprofits for various causes. Some seek to invest their money in creating solutions to help poorer communities access things we take for granted, like clean drinking water and good health care.

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- ***Entrepreneurs add to national income:*** Entrepreneurship generates new wealth in an economy. New ideas and improved products or services from entrepreneurs allow for the growth of new markets and new wealth.

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What is Empowerment?

Empowerment is the degree of autonomy and self-determination in people and communities. This enables them to represent their interests in a responsible and self-determined way, acting on their own authority. It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.

Empowerment as action refers both to the process of self-empowerment and to the professional support of people, which enables them to overcome their sense of powerlessness and lack of influence and to recognize and use their resources.

In social work, empowerment forms a practical approach to resource-oriented intervention. In the field of citizenship education and democratic education, empowerment is seen as a tool to increase the responsibility of the citizen. Empowerment is a key concept in the discourse on promoting civic engagement.

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Empowerment as a concept, characterized by a move away from a deficit-oriented towards a more strength-oriented perception, can increasingly be found in management concepts and the areas of continuing education and self-help.

Empowerment is essential for promoting human development and its comprehensive growth, having significant potential in promoting gender equity and the inclusion of different age groups of people in society.

This concept can result in strengthening people's self-esteem and self-confidence, resulting in greater control of their lives and more outstanding achievement at a personal and professional level.

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What is Youth Empowerment?

Youth empowerment consists of empowering young people for their daily lives.

According to the National Council For Voluntary youth Services – "Youth empowerment is the process that assures young people the right to have a voice in decisions that affect their lives. This process creates voluntary opportunities for young people to be part of the changes and decisions made in their communities."

To encourage capable young people for their future, there are several projects, activities, and courses that they can do to grow intellectually and socially.

In this way, youth empowerment makes different young people with different personalities integrate and develop differently.

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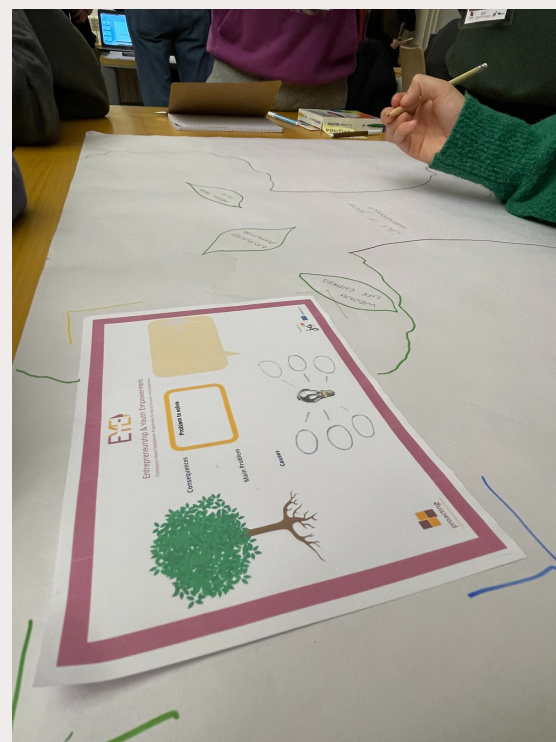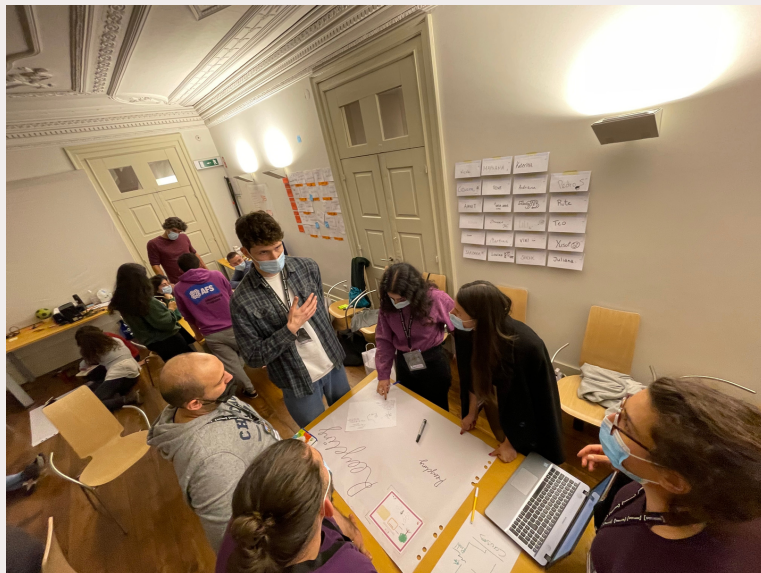For example, in this project, we achieved the objectives defined for the same using the empowerment of young people. We were developing key competencies for learning through the transfer of knowledge, methodologies, methods, and tools to create new jobs, promoting the social inclusion of young people.

Therefore, the empowerment of young people, at the moment, is one of the significant factors for their growth in several aspects.

TIMETABLE

Entrepreneurship & Youth Empowerment - Blended Mobility

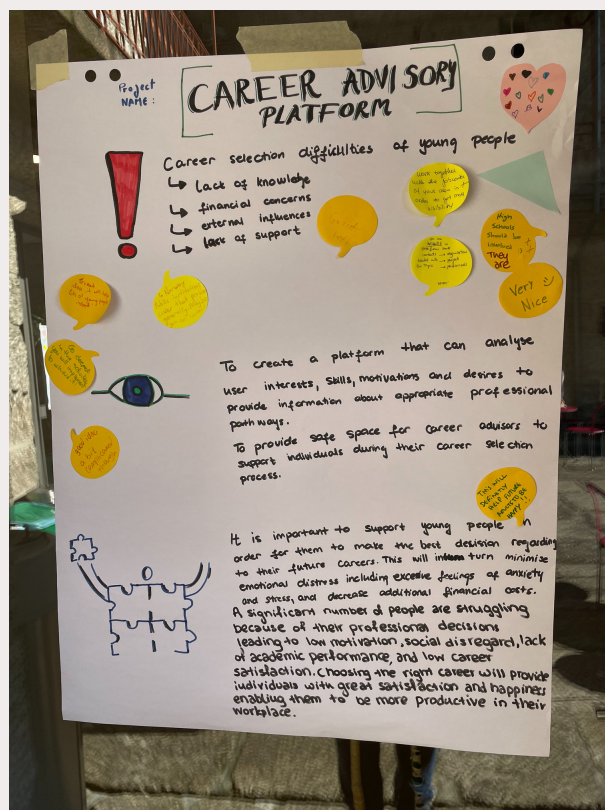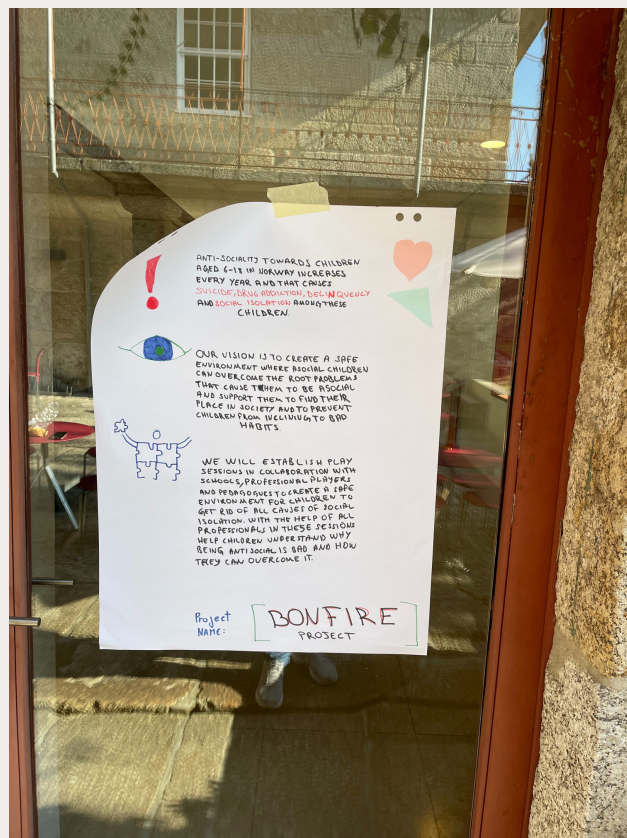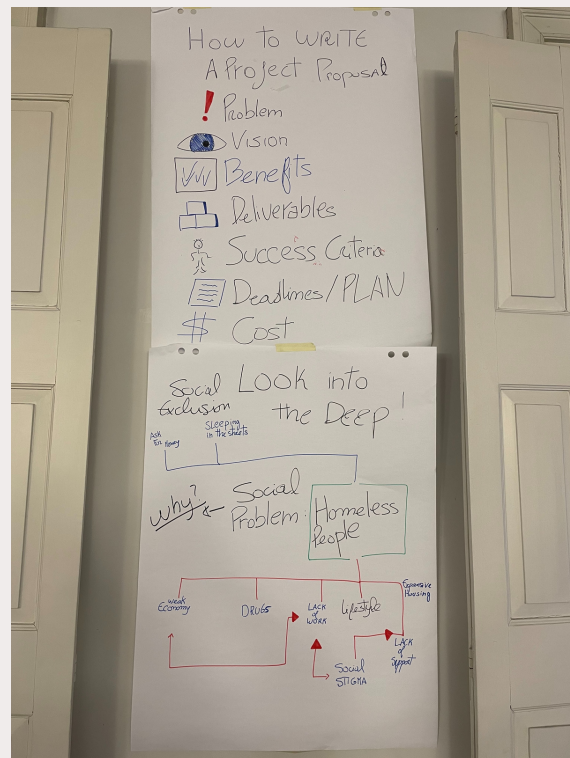|	Sunday 7th	Monday 8th	Tuesday 9th	Wednesday 10th	Thursday 11th	Friday 12th	Saturday 13th
?		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00		Ice Break	Ice Break	Ice Break	Ice Break	Ice Break	
9:30		Get to Know each other	Introduction of the Platform | Step 1 Project Identification and Planning	Step 5 | Project Communication | Marshmallow Challenge	Sharing is Caring - Feedback	Final Presentation to the Juris	
10:45	Arrivals	Break	Break	Break	Break	Break	Departures
11:00		Team Building	Step 2 | Dynamic of Financial Growth (Project Budgeting)	Step 6 | Project Monitoring	Final Project Details	Final Presentation to the Juris	
12:00		Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	
14:00		Fears, Contributions, Expectations | House Rules | Types of Education	Step 3 | Project Fundraising	Free Time - visiting Guimarães :)	It's all about Pitch	Erasmus+ Youthpass | Evaluation | Focus Group	
15:30		Break	Break		Break	Break	
15:45		Introduction of the projects	Step 4 | Project Implementation		Preparations Pitch	Free Time :)	
17:30		Reflection time	Reflection time		Reflection time		
19:30	20h00 - Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
21:30	Welcome party	Intercultural Night Norway	Intercultural Night Cyprus	Intercultural Night Croatia	Intercultural Night Portugal	Farwell Party	See you soon Party :)

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ACTIVITIES

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PROJECTS MADE BY THE PARTICIPANTS

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

The problem of the project is the financial iliteracy among children and young people from contexts of exclusion.

What evidence and/or data do you have that supports the identified problem?

GLOBAL VISION
1. OECD, 2017
'Basic financial literacy is an essential life skill. Individuals make financial decisions for themselves at all ages: from children deciding how to spend their pocket money to teenagers entering the world of work, from young adults purchasing their first home to older adults managing their retirement savings. Financial literacy helps individuals to navigate these decisions and strengthens their financial well-being. In this spirit, it also promotes inclusive growth and more resilient financial systems and economies.'
«(...) future generations in some countries will probably bear more financial risks during their lives than the current generation. Depending on national circumstances, factors that may contribute to growing financial risks include increased life expectancy, less welfare protection, more "individualised" pensions, and more uncertain economic and job prospects due to digitalisation, technological change, globalisation and changes in work organisation (OECD, 2016c).'»
'(...) growing income and wealth inequality will mean that socio-economically disadvantaged groups will need greater financial literacy to avoid being left behind. Adults' financial literacy has been shown to be strongly correlated with their education, income and wealth (Lusardi and Mitchell, 2014; OECD, 2016d), and wealth inequality is likely to be
correlated with inequality in financial knowledge (Lusardi, Michaud and Mitchell, 2012)'.

EUROPEAN/PORTUGUESE VISION
1. BNI Europa, 2019
(translated)
'There is still a big difference in the savings rate between the euro zone, which

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is around 11%, and Portugal, which is around 4%.'
'30% of the Portuguese don't do it' (family budget planning)
'(...) 40% of Portuguese have difficulty calculating a simple interest rate, 80% do not know what a spread is and 95% do not understand the concept of guaranteed capital of a security, for example.'

2. Repport 'Todos Contam', 2020
(translated)
'The global indicator of financial literacy decreased (61.7 in 2020 and 68.3 in 2015), reflecting the decreases observed in the indicators of financial knowledge (57.1 in 2020 and 71.4 in 2015) and financial behavior (66.7 in 2020 and 77.8 in 2015)'
'Financial literacy indicators increase with the level of education and with the level of income of the household'

What other initiatives have been implemented that target the same problem?

NACIONAL LEVEL - PORTUGAL
1. Plano Nacional para a Educação Formação
Training actions in different contexts to work on financial literacy issues, in order to recognize and improve knowledge and influence the population's attitudes and behaviour in this area. They have extensive partnerships (for example, ministries and public bodies, business and financial sector associations, consumer associations, trade union centers and universities) that allow for the adaptation of financial education to the needs of specific target audiences.

What are the objectives and/or expected results of your project?

OBJECTIVES
1. General Objective
OBJ.: Promotion of literacy and financial education among children and young people.
EXPLAN.: The Report of the Survey on Financial Literacy of the Portuguese population (2015) tells us that "those with lower incomes and less education also have greater deficits in financial literacy". Our objective is, therefore, centred on working with children and young people from disadvantaged backgrounds, such as Bairro do Cerco, characterized by low economic and social conditions – 'a large number of households live in an unstable situation, with jobs precarious, with atypical work practices, with an income below the national minimum wage, depending on subsidies and RSI." (AE do Cerco, 2011).

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It is necessary to create actions that break with current characteristics and allow future generations to obtain new empowerment opportunities that are fundamental for the interpretation and structuring of their own future.

2. Specific Objectives

OBJ.: Raising awareness and incorporating non-formal methods for competences development work with children and young people.

EXPLAN.: As mentioned, the territory of intervention has multidimensional characteristics. In the case of the intervention group – children and young people – it is in the social, educational and professional areas where the most perverse effects are revealed. To arouse interest and so that the action can be developed in an interactive and appealing way, non-formal methods should be considered as the basis for action, ensuring that the individual is the centre of the intervention, that each one is co-responsible for learning, that the intervention is tailored to the pace and expectations of learning and that each activity is appealing, interactive and inclusive. Therefore, the project intends to incorporate non-formal methods in the school learning environment, so that they are interested in the themes, explore them and work on them with dedication and commitment.

OBJ: Promotion of community intervention networks.

EXPLAN.: The project intends that there is a deep involvement of the community (different agents and sectors), so that the reality of intervention is clearly and effectively realistic and that it is able to respond to the problems and needs that limit evolution. The project aims at the interaction between children and young people (identifying their problems and needs and future ambitions), family members (perspecting the reality of each child and young person - reality 'from within') and social and educational means - schools and parish council, for example (they look at the social reality and social characteristics of the means of intervention and identify flaws in the resolution – "outside" reality). In this way, we will be involving each part in the improvement of the whole, promoting a critical view of each one in face of their reality and the importance of intervening, preventively, so that the detected failures cease to exist.

RESULTS

1. Children and Young People
- Development of key competences for lifelong learning;
- Development of financial knowledge and competences;
- Development of financial management concepts;
- Development of financial management capacities (saving, manage the money, etc.);
- Improvement of the decision-making process in the financial field;
- Development of positive attitudes and behaviours towards the financial area.

2. Families

- Awareness towards the importance of develop the knowledge and competences in financial field (and the impact that they have in their daily life);
- Development of financial planning and management capacities (better financial planning of the familiar budget, responsable and conscious choices);
- Development of positive attitudes and behaviours towards the financial area.

3. Educational and social agents
- Awareness towards the importance of develop the knowledge and competences in financial field (and the impact that they have in their daily life and in the community);
- Development of knowledge and experience about the use of non-formal methods (complementary) in the work with the children and young people in the financial field (with the intention of reverting their situation);
- Awareness and recognition of their role in the promotion of those competences since an early age.

Who will your project help?

LOCAL OF THE INTERVENTION
Schools and community, preferably where children and young people (and, consequently, the family) living at Bairro do Cerco (social neighborhood in the city of Porto).

TARGET-GROUPS
We intend to prevent and intervene with children and young people, still in their youth and/or transitioning to adulthood, in order to empower them and provide them with the necessary literacy and financial education competences. In particular:
- Children and young people of school age (reference 7th to 12th grade): through prevention actions implemented in schools and in the community where children and young people identify their own needs and challenges and promote the appropriate solution;
- Family of children and young people intervened: through (a) diagnostic actions, in which family members must demonstrate the reality of each child and young person and alert to the inherent risks and needs (reality seen from 'inside') and (b) awareness-raising actions, in which family members are alerted and sensitized to the importance of literacy and financial education and how prior action can have positive impacts on the development of children and young people;
- Social and educational network (for example, schools and community): through (a) diagnostic actions that look at the social reality and social characteristics of the means of intervention and identify failures in the resolution (reality seen 'from the outside') and (b) training actions, particularly for teachers, for social inclusion and for the insertion of the non-formal in the school context.

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What is the timeframe of your project?

Duration of 12 months for a project with four main phases:
- Phase 1: Management and Preparation;
- Phase 2: Implementation;
- Phase 3: Monitoring and Evaluation;
- Phase 4: Communication and Dissemination.

What resources are required to implement your project?

RESOURCES
- Human Resources;
- Communications;
- Travel.

How much would it cost to implement your project?

65.961,20€

What are the different funding sources needed to implement your project?

POTENTIAL SOURCES OF FUNDING
1. Partnerships (not with money)
- Local schools: infrastructures, materials and staff/groups;
- Local authorities: infrastructures, materials and staff/groups;
- Private companies: resources for communication, evaluation, etc.

2. Sponsors
- Private companies: donations.

What are the donor(s) requirements? If so, do you fulfill the criteria?

Donor (application programme): European Solidarity Corps, in particular Solidarity Projects.

How will you manage the funds?

- Legally registered (invoices with VAT Number) and bank account;
- Partnership Agreement.

Have you defined the activities required to reach the objectives of your project?

OBJECTIVES/ACTIVITIES

1. OBJ.: Promotion of literacy and financial education among children and young people

ACT.: Local Sessions (LS) in School Context

Intervention activities for children and young people, in person and in class (curriculum), carried out by the teaching staff and with the support of the Implementation Technician and Facilitator. Weekly periodicity is planned. Empowerment sessions for competences development, especially financial literacy, to enable the personal evolution of children and young people in building their future and their financial independence, keeping them away from situations of poverty, social exclusion and precariousness. Through the work of the Facilitator and Implementation Technician and with the support of the teaching staff, starting from the Financial Education Benchmark, the following will be addressed:

- Planning and Budget Management;
- System and Basic Financial Products;
- Savings;
- Ethic;
- Rights and duties.

2. OBJ.: Raising awareness and incorporating non-formal methods for competences development work with children and young people

ACT.: Empowerment for inclusion

Empowerment activities, particularly for teachers involved in non-formal education. Intensified periodicity is expected in the first 2 months, but with continuous repetition and whenever necessary.

Activities that aim to empower and sensitize the agents involved in the intervention to non-formal education and respective methods, so that they are naturally incorporated into the intervention process. With the implementation of dynamics and knowledge exploration, the activities aim at a greater proximity between the formal and non-formal scope to complement and guarantee the transversality of learning.

3. OBJ: Promotion of community intervention networks

ACT.: Local Sessions in Community Context

Intervention activities for children and young people, in person and in signed

groups [through the Social Diagnosis (SD)] carried out by the Implementation Technician and Facilitator. Weekly periodicity is planned.

With the same guidelines as LS in a school context, these LS intend to cover a wider range of children and young people and promote work outside the school context in a more motivating way (since, for example, young people are reluctant to engage in activities in school context). Furthermore, they will have greater ability to work on themes identified as pressing by the SD. It is intended that there is work close to children and young people, with recurrent contributions from families and the community, which will provide close feedback on the changes that have taken place.

COMMONS

1. Social Diagnosis

Preferably in person, carried out by the Implementation Technician and Facilitator, with the support of partners, in co-construction with children, youth, family and community. 4 initial sessions are planned, but with continuity. Promotion of community involvement in the structuring of Local Sessions, namely through processes of reflection, sharing and debate. This diagnosis will be the starting point for the proper structuring of the local sessions and will be essential so that, throughout the project, needs are heard and the sessions adjusted to those identified. In a sharing environment, we will work:
- Identification of needs and perspective of the social and individual reality of children and young people and the community (current): diagnosis with children and young people to understand what they themselves identify as needs within the scope of the project topic and how they would like to work on it; diagnosis with families to understand their difficulties and financial learning needs and diagnosis with the educational and social community (especially teachers) in order to understand what fails in the transfer of knowledge and learning in the area of financial literacy and what methods they would like to use to foster learning;
- Definition of topics to explore;
- Construction of a reference to be used in LS.

Can these activities be carried out within the project's timeframe and budget?

-

Who will be in your team and what will they be doing?

PROJECT TEAM

1. Project Coordinator

Internal element responsible for managing and coordinating the project. It will

be responsible for defining processes and procedures, resources and for establishing partnerships and links with formalized partners and potential stakeholders. In addition, it will be in direct articulation with the Implementation Technician and the Facilitator, in order to ensure that the implementation proceeds in accordance with the initial outline, with the objectives and with the expected results.

2. Implementation Techinician
Internal element responsible for project implementation. This will be the element responsible for articulating with the Coordinator regarding the Activity Plan and for implementing the activities together with the Facilitator. He will be the specialist element in the financial aspect, as well as in the methodology of non-formal education.

3. Facilitator
Internal element responsible for the facilitation and mediation of groups, in particular children and young people and families, throughout the project. It will be the element that, together with the Implementation Technician, will ensure the learning process. This element will have to take over the facilitation of the group, promote the positive learning environment and promote safe and active participation by all. It should also identify the particular needs of the participants and define procedures and measures to respond to them.

4. Volunteers
Volunteers to support the implementation of activities, in different areas (i.e., finance, management, organization, etc.).

What other stakeholders are involved?

FORMALIZED PARTNERS
(intention)
- Agrupamento de Escolas do Cerco do Porto;
- Junta de Freguesia de Campanhã;
- Comissão de Moradores da Zona de Tirares.

STAKEHOLDERS
- Câmara Municipal do Porto;
- Local companies, preferencially in the financial area, to sharing of expertise and to project's sustainability (i.e., extend the project to other groups/contexts);
- CERPorto, IPSS;
- Universidade do Porto (i.e., Faculdade de Economia, where the students may do voluntary in Local Sessions).

What could go wrong in your project and how would you handle it?

-

Who is your target audience and why are they important?

TARGET-GROUPS OF COMMUNICATION

1. Schools (general)

After the project has been implemented in the Agrupamento de Escolas do Cerco do Porto, the intention is to communicate and disseminate the results achieved to other schools. In this way, we demonstrate that it is possible to implement actions focused on real problems and needs, in a formal context, with more inclusive and participatory methods. The intention is also to make the implementation a program that can be extended to the national educational community, making it an integrated programme in the public education system.

2. Local authorities/decision makers

After the project has been implemented in the Agrupamento de Escolas do Cerco do Porto, the intention is to communicate and disseminate the results achieved with local authorities and decision-makers. Thanks to their power of influence and decision-making, they will be important elements to generate recognition for the project and its results and to implement it as a public programme to combat financial illiteracy.

3. Other organisations

After the project has been implemented in the Agrupamento de Escolas do Cerco do Porto, the intention is to communicate and disseminate the results achieved with other organisations, in particular, with those that work with the children and the young people. The intention is to sensitize to the problem and needs and to motivate them to incorporate new methods and tools to work with the target groups.

4. Other young people

After the project has been implemented in the Agrupamento de Escolas do Cerco do Porto, the intention is to communicate and disseminate the results achieved in social media to extend them to the young people. In this way, we will create awareness towards the financial area.

What are your communications objectives?

OBJECTIVES OF THE COMMUNICATION
- Promote the recognition of the project's results;
- Promote the visibility of the project and project's results;
- Promote the creation of partnerships and networking;
- Promote the reaching of the new groups (of communication and target groups);
- Promote the dissemination and exploitation of project results (new parts replicate the project);
- Promote the sustainability of the project and activities.

What communications channels will you use?

-

How will you monitor your project?

MONITORING PLAN
- Supervision Meetings (PROACTING Board + Coordinator + Implementation Technician): project monitoring and supervision meetings that will allow understanding of the implementation process and agreement with the initially outlined Action Plan. These meetings will allow you to understand if there is a need for adjustment and will have the knowledge/support of the coordinator and management for the proper adjustment;
- Coordination Meetings (Coordinator + Implementation Technician): coordination meetings that will allow a closer look at the implementation and management processes of the project. In this way, it will be possible to identify resources needed for improvement, methods, readjust action points and promote the involvement of new parties to achieve objectives and results;
- Local-partnership Meetings: meetings to analyse the contribution of the partners (to ensure the achievment of the objectives).

Do the donors require reports?

REPORTING PLAN
- Action Plan: initial plan that identifies the problem, needs, objectives, activities and expected results and impacts. Also, identifies the resources, partners, etc.;
- Intermedium Report: report in the middle of the project to identify the key sucess points and the improvement opportunities and to show how the implementation is going. This report will also show the financial management, partnerships, activities implementation, etc.;
- Final Report: final report showing the project results and the implementation

process (contribution to improve future activities and projects).

How will you document and evaluate the project's results?

In addition to monitoring, we will have three specific moments of assessment:
1. Diagnostic evaluation
It corresponds to a diagnostic assessment, that is, an assessment of the needs related to the social problem. By looking at the different groups and their respective particularities, we were able to understand and adjust the intervention, in order to effectively respond to their obstacles/difficulties. This will be the starting point.

2. Intermediate evaluation
It corresponds to a process evaluation, that is, the process of implementing the activities is evaluated. Through this evaluation process we are able to understand what is going on in accordance with the Action Plan and the respective objectives and expected results and what is suffering deviations. Thus, we were able to act in a timely manner and ensure that the project does not lose its way and that it will have the proper results and, later, impacts.

3. Final evaluation
It corresponds to an evaluation of results. In other words, at the end of the project, and considering what was initially defined, we will have a moment of evaluation and comparison between what was achieved through the project and whether these results are able to respond to what was initially outlined. This final evaluation will be essential to measure the project's success and to define points of improvement for the future. In addition, it will contribute to the influence of new parties, especially with regard to the mode of prevention and intervention with target groups at the heart of financial literacy.

Have you identified 5 lessons learned and 5 recommendations?

-

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

We are living in an era of opportunities however, are we living to our fullest potential? A globalized society brought to us information, tools, resources and connection. However, why do young people across the world are still struggling to find their place in society? Problems like Youth unemployment, lack of active citizenship and mental health issues surround us every day.
Our goal is to Empower the Youth holistically, enabling them to become more active citizens, mentally healthier, and capable of competing in the labour market.
We never had the power to make the world a better place as much as we have now, it's only up to us!

What evidence and/or data do you have that supports the identified problem?

Youth Unemployment has been increasing and decreasing in the past 15 years, however continuously maintaining high numbers. According to Eurostat, there is an 'increase of 0.7 million in the number of people outside the labour force between 2019 and 2020'. This has been the highest increase since 2005 and taking into account the covid crisis, this numbers will even higher. Mental Health issues and youth suicide rates have also increased in the past 2 years. 'The rate of suicide for those ages 10 to 24 increased nearly 60% between 2007 and 2018, according to the Centers for Disease Control and Prevention (CDC). The CDC reported that suicide was the second leading cause of death among people ages 10-34 in 2018.'

What other initiatives have been implemented that target the same problem?

https://www.globalcitizen.org/en/festival/ - Active Citizenship

https://www.movimentotransformers.org/escola-superpoderes - Soft SKills

https://www.rotary.org/pt - Global Network

What are the objectives and/or expected results of your project?

Our general goal is: To empower holistically the alumni NEET Youth of the partner universities. Enabling them to become more active citizens, mentally healthier, and capable of competing in the labour market.

- Create an Educational online platform to empower youth through positive education and gamification;

-Create a collaborative and peer-learning network through our platform and connected with the local community, reaching 200 initial participants in the first year of the project;

- To develop soft skills, emotional and social intelligence via a sequential educational plan;

Project Name: Tomorrow YOUth
Platform Name: Tomorrow YOUth learning platform
Event: Tomorrow YOUth camp

The platform itself will have different levels of content. The first level will be more generalistic and self-assessment based. According to the activities that each participant completes, different ones will be unlocked, making each path unique. The more specific activities will be workshops, webinars, 1 on 1 session, group sessions, consulting, coaching... By signing up on the platform the participant will have access to the first level of content.
By completing the stages, participants will receive points that can translate into bonuses and free or discounted participation in other events.

Who will your project help?

European youth from 18-30:

The target group will be mainly youngsters from the already existing network that each partner and stakeholder of this project already has.
These youngsters can be:
Partner University Students and alumni; NEET youth; Youth Minorities;

This project has an inclusive approach and it's important for us that different groups sign up on the platform. Gender equality, Interculturalism and social inclusion are principles that will guide every step of our work.

What is the timeframe of your project?

Month 1 to 6 - Planning and creating the project structure
Month 7 to 9 - Initial Promotion Plan
Month 10 to 22 - Implementation of activities (2 in-person events happening within every 6 months)
- 1 In-Person Event: Employability and Entrepreneurship 'Hackathon
- 2 In-Person Event: Tomorrow YOUth camp
Month 22 to 24 - Final Evaluation

What resources are required to implement your project?

Trought the whole project we will have many different teams involved, however, the main team should be composed of at least 1 Project Coordinator; 1 Pedagogical Manager; 2 Trainers; 1 Social Media Manager; 1 IT Staff.

Our platform will involve the creation of an online space where the activities will happen. At the same time to engage with the community we will need to develop a Website; Social Media, and guarantee the Maintenance of the Educational Platform;

To guarantee the quality of the content created for the activities we will need to invest part of our budget into Technical Equipment such as Computers, microphones, Video Cameras, Video Editing Softwares...

For the In-Person activities, we will need a venue and collaborate closely with the stakeholders to support the organization of each event.

How much would it cost to implement your project?

The whole project will involve mainly two different areas: Human Resources and the Online Platform.

Human Resources will involve the costs related to the salary of the Project Coordinator and Pedagogical Manager. Furthermore, the project should count on 2 full-time trainers and 1 Social Media and Network Manager.

To develop the Platform we will need to invest our budget into an IT person or company for the development phase and later have someone to support the maintenance of the platform and updates.

The in-person events should be supported by the stakeholders so they can be

the most cost-effective possible.

The grant amount for KA2 cooperation projects has a minimum of 100.000€ for each initiative. Regarding the timeline of this project, the initial and ideal budget should be around 120.000,00€ (check the excel)

What are the different funding sources needed to implement your project?

Tomorrow YOUth will be supported by the Erasmus+ 2021-2027 programme. We will write an application for the KA2 Erasmus+ Cooperation Partnerships, focused on the Youth Sector and promoting social inclusion and digitalization. The application should have on coordinating organization and 3 universities as partners.

The In-Person Events and parallel initiatives that the project will carry out besides the online platform should be supported by sponsors like, local Companies and NGOs. These sponsors can support us by sharing their resources and investing money.

What are the donor(s) requirements? If so, do you fulfill the criteria?

The Erasmus+ program requires that we have international cooperation between partner countries.
We need an NGO to coordinate the project and 3 different Universities as partners from different countries (Portugal, Croatia and Norway).

How will you manage the funds?

One of the Universities (Portugal) will manage the budget together with the Coordinating Organization because as a reliable partner it brings credibility and enough support to the project.

Have you defined the activities required to reach the objectives of your project?

Our general goal is: To empower holistically the alumni NEET Youth of university X. Enabling them to become more active citizens, mentally healthier, and capable of competing in the labour market.

- Create an Educational online platform to empower youth through positive Education;
- Planning and creating the website and platform structure;
- Design a Project Identity manual;

-Create a collaborative and peer-learning network through our platform, reaching 200 initial participants in the first year of the project;

- Create and utilize the network channels;
- Engage with the participant's community;
- Develop and implement the peer learning strategy;
- Promote the Project within the partner's Universities;

- To develop soft skills, emotional and social intelligence through the Platform
- Develop a consistent Educational flow within the platform;
- Develop the Content of the training, webinars and workshops;
- Develop an Impact assessment tool;
- Carry out the activities with groups and/or individuals;

Who will be in your team and what will they be doing?

1 Team Coordinator - Manage all the interaction between the team and guarantee that the objectives are achieved.
Responsible for managing the time frame of the project as well as the budget and resources. Also responsible for co-creating the content with the trainers. Responsible for logistics coordination.

1 Pedagogical Manager and 2 Facilitators - Responsible for designing the educational strategy and implementing the activities (workshops, webinars...). Responsible for co-create the online platform and evaluating the results. Interact and support the participant's community.

1 IT - Responsible for creating the online platform and website. Responsible for technical support, updating and improving the platform.

1 Social Network Manager - Designing the project identity. Create social media content and marketing strategy to attract more participants. Make sure that the community is interacting within the platform. Measure the statistics in the platform.

What other stakeholders are involved?

- Universities (1 per Partner country)
- Students and Alumni
- Local Companies
- Local NGOs
- Erasmus+ Program

Who is your target audience and why are they important?

The core of this project is based on the Participants integration in the platform and their needs. The Youth community needs to inform and captivated in all stages of the project because they are the main target group. Universities will have better-prepared students and alumni networks for the labour market. At the same time, their social impact will be improved and measured.
Companies and NGOs will be benefiting from the project because of their exposure, sponsoring and promotion. We will be benefiting them with the capacitated youth.
These three stakeholders are the main force of the project and the contact with them should be continuous throughout the whole project.
Before:
Participants (Students, Alumni, local and international Youth)
Universities
Companies and NGOs

During:

Participants (Students, Alumni, local and international Youth)
Universities
Companies and NGOs
Local Press
Ministry of Education

After:

Participants (Students, Alumni, local and international Youth)
Universities
Companies and NGOs
Local Press
Ministry of Education

What communications channels will you use?

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Social Media: Instagram, Facebook, Linkedin, WhatsApp (Daily Content and Paid Advertisement)

Platform: Forum, Mailing List, Website, Zoom (Constant updating and communication)

Universities, Companies and NGOs:
Email (mailing list newsletter), Promotional Material to be exposed and shared among their network

University Conferences and research-related activities, Students Events, In-person promotion within the universities

How will you monitor your project?

Initial Evaluation - SWOT analysis and data collection - Evaluation Plan

Ongoing Evaluation - Impact and Satisfaction Tools (Questionaries, Focus Group...) - Individual, Groups and StakeHolders
Participation, engagement and Integration Statistics within the Platform and Social Media;

Middle Report (2 times during the project)

Final Evaluation:
Impact and Satisfaction Tools (Questionaries, Focus Group...) - Individual, Groups and StakeHolders;
Final Report and Scientific Research (action research)

Outreach Evaluation (What other groups are promoting and knowing our project)

Do the donors require reports?

Erasmus+ requires periodic reports (Budget management, Efficiency of the project);

The Stakeholders (companies, NGOs and Universities) will receive the middle Report data;

How will you document and evaluate the project's results?

The Platform and Social media statistic data will be crucial for evaluating the project (Participants engagement);

The ongoing evaluation will produce results as the project goes (Collecting satisfaction, feedback and social impact from participants).

Internal Evaluation plan and tools (to assess the organization staff)

Good Practices Manual;

Scientific data and research;

Final Report.

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

Cyprus is the third largest generator of municipal waste in the EU (Assessment of Waste Management Practices in Cyprus). According to European Enviroment Association, the recycling rate of Cyprus is only 15% and we aim to solve this since it has one of the lowest rates of recycling in Europe. Our aim is to improve the recycling rate of Cyprus by separating our timeline in several steps that will make it easier for people to adjust to the new system and mindset.

Our plan is divided in two step plans.
The first step includes a 9 years plan to create awareness and a foundation for the coming system.
In the first 9 years of our 15 year plan, we will divide the 6 biggest cities into groups of two, and spend 3 years in each one of them to create fundings and for campaigning purposes.
Our projects will include tv and social media ads, bottle disposers, volunteer campaigning and festivals.
After our 9 year plan we will spend the rest of our time to cooperate with other projects and organisations to spread awareness across Europe.

Our aim for the project is to increase Cyprus's recycling rate by at least 8-15% in order to create a cleaner country that will influence and affect other countries in enviromental politics by showing that recycling in the mediterranean is not impossible but extremely achievable.

What evidence and/or data do you have that supports the identified problem?

We have found data from EEA, the department of envirmonet of Cyprus (DEC) the data from EEA indicates that the rate of recycling in Cyprus have been increased from 3% (2004) to 15% and (2019).
Department of enviroment of Cyprus has also an article that gives a detailed information about their waste managment strategy. According to the DEC 'the Cypriot policy on waste management is based mainly on waste hierarchy (prevention, reuse, recycling, recovery, disposal) and the correct environmental handling'. The ultimate aim is to protect the environment and human health.

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This is achieved through the reduction/elimination of the negative effects of the generation and management of waste, the promotion of reuse, recycling and recovery and generally the environmentally sound management in order to reduce the disposal in landfills and to reduce the overall impact of the use of resources by improving the efficiency and effectiveness of their use.'

What other initiatives have been implemented that target the same problem?

In 2011, 2014 and 2019 Cyrpus has created more and more detailed and effective waste managment plans that has increased their waste recycling rate by 12 prosent from 2004 to 2019. But the average recycling rate of Cyprus is not as competable and effective as the rest of the European countries, Thus, Cyprus is a part of several European waste recycling programs.
Between 2004 and 2019 Lithunaia has changed their enviroment plan. They had implamented more recycling bins, infrastructure. But the most important thing they had done was spreading social awarness among the population. Since their population is quite low, implamenting a new idea and politic was easy. Cyprus is no different than Lithunia. Their population is low and most of the population is young. Which will make it easier to get used to the new system.

What are the objectives and/or expected results of your project?

We aim to increase the waste recycling rate of Cyprusby 8-15% before 2035. We believe that this project will also help in supporting the climate change issues, since recycling and climate change shares common struggles such as enviromentel issues and collective awarenes.

Who will your project help?

Our project will help Cyprus by letting the island clean, but we also believe that this change in Cyprus will also affect neighbour countries environment politics by realizing that recycling is not impossible and my be implemented in mediterranean countries.

What is the timeframe of your project?

Our plan is divided in two step plans.
The first step includes a 9 years plan to create awareness and a foundation for

the new coming system.
In the first 9 years of our 15 year plan, we will divide the 6 cities into groups of two, and spend 3 years in each one of them to create fundings and for campaigning purposes.
In the first step our projects will include tv and social media ads, bottle disposers, volunteer campaigning and festivals.
After our 9 year plan we will cooparte with other organisations and groups to spread awareness across the Europe.

What resources are required to implement your project?

A budget will be proposed every 6 months. The necessary departments we need for a succesful project is marketing for promoting our campaign and get people engaged and interested, sharing our vision and purpose of the project.

Human Resources are another fixed and variable expenses which are necessary as (security, maintenance, artists, event managers, social media managers, singers). These cost may vary with every different festival.

Materials and physical equipment will be also needed that will have and original fixed cost but every 6 months for each budgeting they will change according to the needs and performances.
examples of these are: booths, venue, tents, light and sound in terms of equipment.

Supplies are an essential part of a succesful project. We need food and water for the volunteer and fixed workers.

How much would it cost to implement your project?

As festivals will take place in diffrent cities and costs will vary accordingly and budgets will be prepared for every 6 months.

However, the initial costs for the resources are:
Expenses for:
-Human resources (security, finances, artists, event managers, social media managers)
-Material & pyshical equipment (lights and sound, maintenance (one idea can be to use reusable energy)
-Supplies (merchandise, food and drinks etc.,
-promotions (graphic designers, etc)

What are the different funding sources needed to implement your project?

Potential Project Donors
Cyta
Petrolina
Alpha

How will you manage the funds?

We will manage our project funds through GreenDot organisation since it will be our main sponsor. Bank of Cyprus will cooperate with this organisation in order to support our aim.

Have you defined the activities required to reach the objectives of your project?

We're going to establish information groups in order to inform society especially primary schools. We are aiming to educate young brains about the importance of recycling, the future of our world and our country and prevent waste of our country's money. We are willing to inoculate these habits in young saplings before they grow up.

We aim to appeal to larger audiences by using television advertisements, billboards and brochures and to deepen their knowledge of the importance of recycling. We believe that only education and science can bring our country to the places it deserves.

In order to expand our project to wider audiences and to be more interesting, we are thinking of organizing festivals in the concept of recycling at certain intervals. In this context, we are planning festivals where singers sing songs with recycled materials, young people play games with recycled materials, short theaters are exhibited related with importance of recycle to children, products such as t-shirts, bandanas, hats used are obtained from recycled products.
We are considering establishing a deposit system so that many recyclable materials can be reprocessed. We are sure that our people will not remain indifferent to this and will exchange the recyclable materials they have in their possession for a small fee and contribute to their country as a responsible citizen.

Who will be in your team and what will they be doing?

We plan to work with people who specialize in recycling or have studies so that our trainings can reach more scientific results. We need an expert pedagogue who will transform the results we get here into a program at primary school level. We need volunteers who will explain the importance of recycling after scientific and pedagogical training.

We need a social media manager to announce our projects to large audiences, a designer to create interesting brochures and a team to shoot promotional short ads.

We are planning to work with an experienced event manager who will organize festivals, transfer their knowledge to sustainable projects, and have a wide network.

What other stakeholders are involved?

We will need a lot of employees so that recycling can be explained more easily to large masses. We think that volunteer work will have an important place in our social responsibility project, which is of this size and will affect the future of our country. It is also extremely important to be a whole with non-governmental organizations and to act jointly for the same purpose. At the same time, we believe that our state will provide economic and moral support where necessary. Expert investors who successfully provide the recycling infrastructure are vital for our plan to reach its goal.

Who is your target audience and why are they important?

Our target audience will include non profit organisations, political parties and donors that will support and encourage our project. The aim is to increase the percentage of people that are recycling in Cyprus which therefore this will include the civil society, such as, the population of the island especially young people and children at school.

In order to be successful and mainly for people to understand why our project is important we need to acknowledge them. Green Dot is the first collective recycling system in Cyprus which it will help to promote our objectives. Friends of the earth will be an additional organisation that will help with our actions and visions of the project. Our final organisation will be Let's make Cyprus Green that will help to spread awareness about the negative human impact that is caused by excessive disposal waste and the use of plastic. These

organisations will eventually promote and disseminate our goals.

An important target audience will be Cyprus's political party, "Oikologoi" (movement of ecologists) that will assist our mission in order to make the island greener and more sustainable. The Department of Environment of the Ministry of Argiculture, Rural Development and Environment need to be informed about our project in order toachieve the same objectives.

In order achieve these objectives, our donors will showcase our project so they can encourage people to get involved. These will include Cyta, Petrolina, VisitCyprus and Alpha. These sponsors will contribute to our budget, financially.

What communications channels will you use?

Our project communication plan will include social media, print press, billboards and our own website.

Social media is important nowadays since it allows you to reach and engage with your target audience. We will include platforms, such as, Instagram, Facebook, LinkedIn and YouTube. These will generate environmental awareness about recycling but also will increase the visibility of our project.

Print press is another way of influencing and communicating with our target audience. The local newspaper Phileleftheros, will help the public desire to gain knowledge and therefore, will encourage people even further for our project and mission.

Finally, building our own website will be beneficial in order to promote and showcase the project. This will advance the market expansion since the site will be accessible to anyone all over the world. It will show what is the project about and what can we achieve in the future.

How will you monitor your project?

There will be a project managment board. In the board there will be elected representativs from each department. The departments will include communication, managment, finances.
The board will come together in every 4 months and evaluate the project.
Every department will send a rapport to managment, and the managment will monitor the project.
Any feedbacks and complaints can be send directly to the board's mail adress.

Do the donors require reports?

We will ask our donors about what kind of report they wish to get. Our finances and managment departments will create the reports and send the donors in every 6 months.

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

. INACTIVIDADE DOS JOVENS TOMARENSES NO ASSOCIATIVISMO .
Os jovens são os decisores políticos e empreendedores do futuro. Se os jovens não agem hoje, não teremos futuro.

- Desconexão
- Distanciamento
- Desconhecimento
- Desvalorização e desaproveitamento de competências
- Falta de cidadania ativa

ciclo da inactividade
1. inactividade
2. pouca oferta de oportunidades
3. perder o interesse
4. desconexão social
5. isolamento
6. inactividade (recomeça o ciclo)

Com este projecto queremos ENVOLVER, CAPACITAR E EMPODERAR OS JOVENS PARA UMA TRANSFORMAÇÃO SOCIAL

What evidence and/or data do you have that supports the identified problem?

. Instituto Nacional de Estatística (Voluntariado em Portugal) .
Apenas 7,8% da população portuguesa faz voluntariado

. CENSOS 2021 (habitantes em Tomar) .
Tomar perdeu 10,4% da população nos últimos 10 anos

What other initiatives have been implemented that target the same problem?

Project:

Funded by:

Co-funded by the Erasmus+ Programme of the European Union

. nível Nacional .
_ U.Dream
_ Movimento Transformers
_ Plano Municipal da Juventude Guimarães
_ Diálogo Jovem CNJ
_ A3 Encontro Nacional de CMJ
_ ENJ (organizado pelo CNJ)

. nível local .
_ CMJ
_ Garagem – espaço de coworking
_ Bons Sons

What are the objectives and/or expected results of your project?

- capacitar técnicos de juventude e voluntários de associações (15 pessoas)
- criar rede local de associações juvenis (Garagem)
- mapear projectos e oportunidades no município de Tomar
- envolver, capacitar e empoderar os jovens de Tomar
- capacitar as Associações de Estudantes

Who will your project help?

Acção em 3 frentes : - Técnicos da Juventude
- Jovens Tomarenses
- Associações Juvenis

What is the timeframe of your project?

dezembro 2021 – março 2022
Contacto com Escolas e outras entidades parceiras
Candidatura a financiamentos

abril 2022- agosto 2022
Preparação das sessões e capacitação AE

setembro 2022- abril 2023
A3. Capacitação e envolvimento juvenil

abril 2022

proacting
A força de fazer acontecer!

A1. Capacitação de Técnicos de Juventude e associações juvenis

maio 2022 – agosto 2022
A2. Rede de associações juvenis » potenciar a cooperação local
A3. Capacitação e envolvimento juvenil (acções de voluntariado)

junho 2023 – agosto 2023
A4. Disseminação do projecto (A1, A2 e A3)
Fecho e avaliação projecto

What resources are required to implement your project?

Recursos MATERIAIS -salas sessões +capacitação (indoor/outdoor)
-materiais de escritório (marcadores, papel, etc)
-câmara fotográfica
- pc, projector, colunas

HUMANOS - 2 facilitadores
- 1 formador
- coordenação e logística
- voluntários

What are the different funding sources needed to implement your project?

Câmara Municipal de Tomar, Apoio pontual IPDJ (max 1500€ +30%nossos), Lacaixa, CES Projecto Solidário, Erasmus + KA1 , Entidades Parceiras (cedências de espaço e materiais)

What are the donor(s) requirements? If so, do you fulfill the criteria?

CMT 15 Novembro a 15 Dezembro
IPDJ a partir Janeiro 2022
Erasmus 5 Fevereiro 2022

How will you manage the funds?

Project:

Funded by:

Co-funded by the
Erasmus+ Programme
of the European Union

Conta Bancária GERAR

Have you defined the activities required to reach the objectives of your project?

Durante o projecto iremos desenvolver actividades com 3 grupos-alvo distintos mas complementares - jovens, técnicos de juventude e associações juvenis - com o objectivo de criar uma rede de apoio à participação juvenil.
Todo o projecto será desenvolvido através da criação de experiências de aprendizagem utilizando a Educação Não Formal e recorrendo a ferramentas criativas como jogos (tabuleiro, cartas, role-play...), artes (design gráfico, teatro do oprimido, música...) e multimédia (vídeo, fotografia...).

A1. Capacitação de Técnicos de Juventude e associações juvenis:
- 3 dias residenciais
. team building
. educação não formal (metodologia + ferramentas)
. Youth Goals
. 100% Youth City - European Quality Label for Youth Friendly Cities
. Estratégia Europeia da Juventude
. partilha de boas práticas
. plano municipal da juventude
. apoios e financiamentos
. próximos passos

A2. Rede de associações juvenis » potenciar a cooperação local
- mapeamento de oportunidades locais
- partilha de boas práticas
- criação de calendário associativo

A3. Capacitação e envolvimento juvenil
Acção nas Escolas:
- Estatística do voluntariado jovem local
Recolha de dados sobre a participação ou não participação em acções de voluntariado junto dos jovens tomarenses

- Escola Profissional de Tomar
Trabalho desenvolvido com alunos 10º e 11º anos de cursos profissionais na disciplina 'área de integração'

sessão 1 : team building

sessão 2 : sustentabilidade e juventude rural
YG 6 Impulsionar a Juventude Rural
YG 10 Europa Verde e Sustentável

sessão 3 : participação e política
YG 4 Informação e diálogo construtivo
YG 9 Participação para todas as pessoas

sessão 4 : empreendedorismo e educação
YG 7 Trabalho digno para todas as pessoas
YG 8 Educação de qualidade

sessão 5: voluntariado
YG 1 União Europeia conectada com os jovens
YG 3 Sociedades Inclusivas

sessão 6 : acção de voluntariado local

- Escolas Secundárias: AE
sessão 1: team building
sessão 2: educação não formal (metodologia + ferramentas)
sessão 3: partilha de boas práticas & financiamentos
sessão 4: próximos passos (plano de atividades para o ano lectivo)
sessão 5: planeamento da acção

A4. Disseminação do projecto
- evento público
partilha das acções desenvolvidas pelos jovens
partilha de resultados
- reunião de parceiros

Who will be in your team and what will they be doing?

. Coordenação e Facilitação .
Lili Rodrigues é uma amante da aprendizagem experiencial, formada em Teatro
e Educação tem uma vasta experiência na área da juventude e do voluntariado.
Conta com mais de 8 anos de experiência no trabalho com jovens através da
Educação Não Formal em diversas entidades como CNJ, IPDJ e Par - Respostas
Sociais. Em 2018 criou a associação Gerar Oportunidades em Tomar com o
financiamento do programa Empreende Já. É uma pessoa criativa, comunicativa,
resiliente e activa na comunidade. Acredita que a criatividade é uma
ferramenta essencial para aprendermos e desenvolvermos as nossas
competências.

. Apoio Logístico e Facilitação .
Catarina Henriques é uma amante de viagens e do diálogo intercultural,
licenciada em Estudos Culturais tem uma vasta experiência em voluntariado a
nível local, nacional e internacional nomeadamente em Bruxelas no

proacting
A força de fazer acontecer!

Parlamento Europeu e em S. Tomé e Príncipe através da WACT.
Conta com experiências na área social, associativismo juvenil, gestão de
eventos, turismo, sustentabilidade, entre outros.
É uma pessoa positiva, comunicativa, enérgica, organizada e focada em
alcançar os seus objectivos. Acredita que a educação e empoderamento dos
jovens são as chaves para a mudança social.

Formadores convidados - Formação especializada na área da juventude
Voluntários - Acções de voluntariado e Disseminação

What other stakeholders are involved?

Entidades parceiras - divulgação do projecto e resultados
» Associações Juvenis
(Marquesa de Ciranda, JATO, Solo Adventures, Nabantina)
» Escola Profissional de Tomar
» Escolas Secundárias
» Associações de estudantes
» Câmara Municipal de Tomar
» CMJ de Tomar

What could go wrong in your project and how would you handle it?

DESAFIOS
. financiamento .
Procurar vários financiamentos possíveis e candidatar-nos a um financiamento
que permita o desenvolvimento de um projecto de longa duração e apostar em
parcerias locais.

. dificuldade no trabalho em parceria com as escolas .
Utilizar contactos existentes com professores e alunos para apresentar o
projecto e criar uma rede maior e melhorada.

. falta de interesse dos jovens .
Criar experiências de aprendizagem personalizadas à área profissional e
constante adaptação das ferramentas utilizadas aos interesses dos jovens.

Who is your target audience and why are they important?

Queremos envolver os vários grupos-alvo de modo a empoderar para agir de

forma eficaz.

. Técnicos de Juventude (Câmara Municipal de Tomar) .
É essencial envolver e formar a CMT para que possam informar e dinamizar a área da juventude de forma inovadora e eficaz na cidade de Tomar.

. Associações Juvenis .
Queremos capacitar as associações para cooperar mais e trazer um novo olhar para a juventude rural, envolvendo mais os jovens e desenvolvendo competências pessoais e sociais.

. Jovens Tomarenses .
Envolver e desafiar os jovens através da observação, reflexão e capacitação focada na acção e participação activa.

What communications channels will you use?

1. Email
contacto com entidades parceiras (tec. juventude, associações e escolas)

2. Instagram + Facebook GERAR
divulgação e disseminação do projecto (fotografia e vídeo)
(contacto mais próximo dos jovens)

3. grupo de whatsapp
meio de comunicação com os participantes durante o projecto

4. media local (rádio, jornal, cartazes, redes sociais)
divulgação e disseminação do evento final junto da comunidade local

5. evento final
disseminação e contacto presencial com a comunidade local e jovens envolvidos

How will you monitor your project?

Monitorização mensal (equipa)
. avaliar impacto e desenvolvimento das atividades
. reunir materiais de comunicação
. preparação das sessões e do relatório final

Monitorização semestral (equipa + escola)
. partilha de impacto

. receber e dar feedback das atividades

Do the donors require reports?

Relatório Final CMT e outros financiadores
- descrição das atividades
- relatório financeiro
- fotografias e vídeos
- lista de participantes
- materiais de comunicação (com logo dos financiadores)

How will you document and evaluate the project's results?

IMPACTO e DOCUMENTAÇÃO
. capacitação para técnicos de juventude e associações juvenis .
_ mínimo 15 participantes
_ lista de participantes assinada
_ avaliação realizada pelos participantes e equipa

. rede local de associações juvenis (Garagem) .
_ mínimo 5 associações envolvidas
_ 1 acção local conjunta

. mapeamento de projectos e oportunidades no município de Tomar .
_ lista de organizações/projectos/oportunidades na área da juventude em Tomar

. capacitação para a ação Escola Profissional de Tomar 10º e 11º
_ avaliação pré e pós implementação (voluntariado)
_ mínimo 10 turmas
_ mínimo 10 acções de voluntariado
_ lista de participantes assinada
_ avaliação realizada pelos participantes e equipa

. capacitação Associações de Estudantes .
_ mínimo 2 AE envolvidas + criação de planos de atividades ano lectivo
_ envolvimento na rede local de associações
_ lista de participantes assinada
_ avaliação realizada pelos participantes e equipa

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

We can see that anti-sociality towards children aged 5-18 in Norway increases every year and that causes suicide, drug addiction, delinquency and social isolation among these children. Our aim is to create a safe environment where asocial children can overcome the root problems that cause them to be asocial and support them to find their place in society and to prevent children from inclining to bad habits.

What evidence and/or data do you have that supports the identified problem?

1.) According to the European drug report in 2017 of the European Monitoring Center for Drugs and Drug Addiction, 10.1% of students aged 15-16 use cannabis and 2.2% use MDMA.

2.) Psychological problems among victims last a long time, often throughout life. Fosse (2006) found that almost 50 per cent of adult patients who sought help at a psychiatric outpatient clinic, had been bullied in school. The more they were bullied, the more depression and anxiety they experienced in adulthood.

According to the Norwegian Institute of Public Health children and adolescents who are bully victims have a significantly increased risk of developing mental health problems.

The risk is often doubled or higher among victims than among those who have not been bullied, The level of distress is highest when bullying is systematic and prolonged.

What are the objectives and/or expected results of your project?

1.) to be able to engage in a dialog with someone stranger to themselves.

2.) Feel and act comfortably in conversations and relationships

3.) to be avare that everybody had their own specialty and there is always a way to use it to your own benefit.

Who will your project help?

children who do not have self-esteem, social skills to start conversation.
children who got bullied or bullying others.
Teens who got problems to express themselves
teens who has fears about showing their true selfs

What is the timeframe of your project?

4 weeks we will contact with pedagogue students,
2 weeks contact with a e-sport player or a professional gamer,
6 weeks session building with pd students,
6 weeks months to detect schools to work with,
6 weeks to decide witch students who will attend in the project,
6 weeks to provide the computers,
2 weeks to prepare the environment for students in the school.

What are the different funding sources needed to implement your project?

Municipalities:
Project can be funded by municipalities, because municipalities have their own budget for projects.

Schools:
Schools have their own budget for this kind of projects.

Associations:
Project can be funded by social asociations like Red Cross; Kirkensbymission, Barnakamaraten, Frelsesarmeen.

Bank:
Projects can be funded by banks both by financial and logistic ways.

Have you defined the activities required to reach the objectives of your project?

1.) Computer games which allows children to have their own role.
2.) Sand-box games
3.) after game details and feedback from pedagogue and professional gamer.
4.)

Who will be in your team and what will they be doing?

Our team, project management, organising
School, The necessary environment for children to be involved in the project.(a club room)

Schools have an important role to target the children who need help to overcome their anti-sociality. To manage that we will interview teachers to find children suffering from anti-sociality.

municipalities, supply computers

What other stakeholders are involved?

Schools :
Schools and educators are going to be our important partners for detecting students and providing environment. That will make classrooms more lively.

Municipalities :
The financial support that we will get from municipalities is going to be main source for our budget.

Other youth organisations :
To work on this project can be a perfect opportunity for both us and the other organisations which are targeting the same group.

Pedagogue Students :
Pedagogue students are playing a crucial role for our project to be implemented successfully, build sessions and giving guidance to children.

Who is your target audience and why are they important?

Parents:
Because of the every children is important for their parents and families, they will be our biggest support in this project.

School:
For schools this project can help them to have an environment which is bully-free and respective for every student.

Government:
Because we and government are targeting a healthy society in our country, this project is important for the government as it for us.

Private companies:
This is definitely a good advertisement for the companies which are participating our project and our project may be a bigger investment element in the future.

What communications channels will you use?

Facebook and Instagram:
Facebook, Instagram are going to be main platform for posting videos and photos of the events, activities and gaming sessions.

Discord:
Discord will be used to communication of players during the gaming sessions

Whatsapp:
Whatsapp to create a group to communicate as a group.

E-mail:
E-mails to update stakeholders and children's family.

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

We need to improve urgently the quality of life of veterinary professionals

Did you know that studies have showed that the suicide rate is 3.5 times higher between veterinarians than the rest of the population?

Not only suicide but it starts with depression, burnout and other mental health problems.

WHY THIS IS HAPPENING??
- Low salaries (a lot of them earn the same as ungraduated professions such supermarkets for instance)
- Long work hours (lot of them not even payed) --> which reflects in Limited free time for ourselfs
- Low or even non-existent work shift breaks
- No support to deal with emotional problems (we need to deal with the death of animals and the emotions of their owners)
- Lack of appreciation by employees and the general population, because they don't realize the conditions of work we are put trough including the emotional pressure.

CONSEQUENCES:
- Career Change --> Less Staff --> Promote the rest of the staff thats left with even a lot more work to go as well into:

- Burnout, Depression, Compassion Fatigue --> Suicide (Extreme)

- Animal care affected (professionals cannot work to the fullest of they capabilities, because if they are not mentally well it's impossible to accomplish that)

We need some change! We need to stop sacrificing our quality of life in order to keep on working in animal care. We need to implement solutions and strategies to stop loosing great professionals of these field.

It's fundamental to improve the quality of life of these professionals, giving them tools, support and knowledge to better deal with these issues.
--> This gonna affect directly the quality of animal care

O QUE RESOLVE?
- Personal basic Financial knowledge
- Melhor gestão emocional
- Melhorar o autoconhecimento, communications skills
- Self awareness, self estime --> creating limits
- Time management skills
- Self care strategies
- Imposter syndrome and compassion fatigue
- Mental health strategies
- Capacity of dealing with stress
- skills to better communicate limits
- Positive phycology

What evidence and/or data do you have that supports the identified problem?

Três décadas de investigação do Centers for Disease Control and Prevention (CDC) revelam que a taxa de suicídio é 3,5 vezes mais alta entre médicos veterinários do que entre o resto da população em geral. A revelação é feita por um estudo recentemente publicado na revista científica Journal of the American Veterinary Medical Association (JAVMA) e que contou com uma amostra de 11 620 profissionais.

https://www.veterinaria-atual.pt/na-clinica/suicidio-tres-vezes-mais-prevalente-entre-veterinarios-do-que-qualquer-outra-classe-profissional/
ARTICLE:
https://avmajournals.avma.org/view/journals/javma/254/1/javma.254.1.104.xml?tab_body=pdf

https://avmajournals.avma.org/view/news/education-communication-are-important-strategies-to-prevent-suicide-among-veterinarians.xml?rskey=9Isg2y&result=1

https://avmajournals.avma.org/view/journals/javma/258/12/javma.258.12.1322.xml

https://avmajournals.avma.org/view/journals/javma/249/8/javma.249.8.879.xml?rskey=aWBbWu&result=25

https://avmajournals.avma.org/view/journals/javma/248/3/javma.248.3.238.xml?rskey=hZWKRr&result=36

https://avmajournals.avma.org/view/journals/javma/247/5/javma.247.5.430.xml?rskey=hZWKRr&result=34

Work Schedules
Most veterinarians work full time, often working more than 40 hours per week. Some work nights or weekends, and they may have to respond to emergencies outside of scheduled work hours.
https://www.bls.gov/ooh/healthcare/veterinarians.htm#tab-3

Veterinary practitioners' working situation is both challenging and changing. They have higher levels of work-related stress and suicide risk than the general population. The proportion of women is increasing, and in Germany especially women and employed veterinarians are reported to be less satisfied than comparable subgroups of the general population. In this study we identified key factors associated with work and life satisfaction among veterinary practitioners in Germany.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5623335/
There were 2549 respondents

https://pubmed.ncbi.nlm.nih.gov/?term=VETERINARY+financial+

https://pubmed.ncbi.nlm.nih.gov/25872561/

https://www.veterinaria-atual.pt/na-gestao/o-que-esta-a-adoecer-os-nossos-medicos-veterinarios/

https://www.veterinaria-atual.pt/na-gestao/empregabilidade-e-demografia-veterinaria-uma-perspetiva-europeia/

https://www.vetmindmatters.org/veterinary-nursing-students-and-recently-qualified-vns-invited-to-attend-and-take-part-in-student-mental-wellbeing-discussion-forum/

What other initiatives have been implemented that target the same problem?

Vet you
https://www.vetyou.co.uk/
VET LIFE: https://www.vetlife.org.uk/ the Charity that provides emotional, financial and mental health support to the veterinary community.

Social enterprenuership

What are the objectives and/or expected results of your project?

Help veterinary professionals to achieve an high quality of life.

- Providing financial support, providing financial literacy knowledge, financial consulting, webinars for groups, individual financial consulting
- Providing emotional support: support groups, end the stigma of not needing help with the instagram page, well being techniques and strategies, life coaching, webinars, groups sessions.
- Providing emotional and mental health support: psychologists individual sessions, groups sessions, Sports groups, yoga, mental health, webinars

to the veterinary community

Who will your project help?

Are you benefiting a specific group of people:
- The group of veterinary professionals
- Portugal

Giving resources for veterinary professionals to work on the different aspects of their life's and knowledge about financial, wellbeing, mental health.

Sondagens pelo instagram aos profissionais.

What is the timeframe of your project?

5 months to 1 year (November 2022)

What resources are required to implement your project?

- Human resources: (partners with psicologists)

- Social media, instagram.

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proacting
A força de fazer acontecer!

Project:

Funded by:

Erasmus+

Co-funded by the
Erasmus+ Programme
of the European Union

How much would it cost to implement your project?

500 euros

What are the different funding sources needed to implement your project?

- social organizations that provide funding to social ideas
- Internships and volunteers of different areas
- Veterinary companies (clinics, hospitals that want to provide these services to the employees)
- The participants of the services provided in special prices
- Crownfunding campaigns??? Congresso Montenegro?

How will you manage the funds?

One specific bank account

Have you defined the activities required to reach the objectives of your project?

- creation of webinars of mental health on veterinary professionals from important people from the field in US, UK + partners from psicologists, life coaches.
- creation of webinares about finances, finance literacy (partners that offer content
- Creation of the blog, to make those different areas to make sense, creating extra content, and make the same content in the instagram page.
- Creation of classes and different sports (yoga, dance) to promote wellbeing. live classes, presencial classes (different whatsapp groups to join different people from

project specially design to help the life of veterinary professionals as a whole. you might find more content at first for veterinary nurses, but it available for all of the different professions.

Can these activities be carried out within the project's timeframe and budget?

Who will be in your team and what will they be doing?

project organization and leading (me) (contacting partnerships to make connections, manage the sheduele and program)
- 1 person for social media
- 1 Budgeting and accounting with legally knowledge
- volunteers for the writing of the article blogs (well being, finances, mental health)
- fundraising

What other stakeholders are involved?

- Profissionais da área da veterinária interessados em participar no projeto
- Associação de enfermeiros veterinários
- Ordem dos Médicos veterinários
allies not stakeholders (institutions or companies, cause they will support your project)
- Teachers (dra. carmen nóbrega, instituições universitárias)

What could go wrong in your project and how would you handle it?

- don't find partners or supporters that are able to join to do the work
- The participants still feel that the possibilities (psychologists and other activities are too expensive, even with discount).

Who is your target audience and why are they important?

- All of the veterinary professionals: partilhar conhecimento nas 3 principais área de bem-estar, saude mental e finanças, para ajudá-los a obter uma melhor qualidade de vida. Suporte. Contactar e dar a conhecer este projeto para também criar aliados e pessoas importantes de interesse, que estão dispostos a ajudar e publicitar o projeto igualmente.

- Organizations related to the veterinary world: to pass to other veterinary professionals some: Para dar a conhecer o projecto e eventualmente publicitá-lo e apoiar com recursos ou ajuda em parceiros para o desenvolvimento do projeto

- Organizations that have funds to invest in this social project:

Entender a importância de resolver esta questão, e criar parceiros com os mesmos objetivos em geral (associações de bem-estar, psicologia, finanças) a querem ajudar no processo, ou investir financeiramente no mesmo.

- Campaing and let all the universities know about the project. so all the students know about the project too, and the professionals too

What are your communications objectives?

- consciencializar para os pilares da qualidade de vida a todos os profissionais da veterinária e a necessidade de realmente se interessar por isso (bem-estar, finanças, saúde mental)
- mudar a cultura de não existir limites nos direitos dos profissionais de veterinária
- Alterar a mentalidade da literacia financeira

o que fazer com a pagina de instagram? fica só minha? passa a associação organização? torna-se mais geral? Ou fica a minha página pessoal de ser a CEO do projeto, onde posso mostrar tudo da minha vida?

What communications channels will you use?

- website (something to charge for the classes, or courses) --> creation of webinares
- holmart
- Instagram
- Press (veterinária actual, https://apmveac.pt/bem-estar-profissional-apmveac/)

How will you monitor your project?

Quais os objetivos que quero, a partir dai os partners. dizer o que necessito.

literacia financeira - survey depois dos px. fazerem um workshop

chegar a 50% universidades - curso veterinária - relatório intermedio (antes e depois das sessões) avaliação das competências aprendidas.

mental health - workshop -> inscrição em actividades especificas (yoga,

actividade em especifico) monitorizar o interesse en inscrição no mesmo.

para cada uma delas, competências que foram atingidas,

relatório final (reunir todos os dados, de todas as áreas, se foi atingido)

How will you document and evaluate the project's results?

- I will evaluate it with surveys and a project manager to monitorize everything and to see that the goals we estabelecemos are real and happen.

UNESCO Project Planner – Top Tips for Youth Action

What is the problem that you want to solve?

We want to solve the problem of 'Career selection uncertainty.' Nowadays many students in Croatia as well as in other countries, are unsure about their future careers due to multiple reasons including the lack of support and knowledge regarding to different professional paths. This results in emotional distress, increased financial costs, lack of academic performance, low motivation and low career satisfaction, and social disregard.

What evidence and/or data do you have that supports the identified problem?

Various researches have highlighted that high school students are unsure about their future professional steps while being influenced by factors like their family's or friends' opinions and choices, as well as the job's earnings. In particular, according to a research done in Croatia, about half of high school graduates choose a career path solely depending on the professional salary. Furthermore, about 18% of the students have reported that they are not the ones making their career selections, while 35% of them are unsure about what profession to choose. In addition, a significant amount of undergraduate students have stated that they are not satisfied with their degrees thus wanting to switch careers.

What other initiatives have been implemented that target the same problem?

In Croatia, little attention is given to supporting the student's career path selection. In fact, what is normally done, are some sporadic visits by university representatives to introduce some courses and discuss future steps. In other countries like Cyprus, some career advisors are available for high school students, providing certain career choosing tests. However, they are primarily interested in discussing the enrolment requirements when the career has already been selected.

What are the objectives and/or expected results of your project?

Our project is focused on developing a career advisory platform, able to gather the student's interests, skills, motivations and desires in order to provide them with sufficient information about appropriate professional pathways. This will also include a feedback survey to measure user satisfaction. To evaluate the quality of our service, users will be contacted a year later to discuss their actions.

Who will your project help?

Our project is directed to students in Croatia between the ages of 16-25 who are seeking career advice. In order to present the most appropriate information, a well-detailed questionnaire will be developed to ensure that their needs are addressed successfully. In the future, we plan to expand it to other countries to include students from all backgrounds.

What is the timeframe of your project?

This project will take approximately two years, as different professionals must be contacted including IT professionals, career advisors, university representatives etc. In order to establish the complete image for different careers, individuals from different backgrounds must come together to combine information. In addition, a team will need to do the appropriate research to create a useful questionnaire to evaluate the users personal characteristics so that the right professions are presented. Similarly, research should be done to gain information on the requirements and contents of different educational programmes around the world, as well as the professional lifestyle describing alternative careers. The relevant licences must be established and advertising should be planned. Lastly, offices must be created where advisors will be able to provide their services face to face.

What are the different funding sources needed to implement your project?

European youth foundation
Erasmus for Young Entrepreneurs
Young Entrepreneur Association - Croatia
SME funding

Have you defined the activities required to reach the objectives of your project?

Get funding;
Come up with a pitch/ presentation to 'sell' the project
Contact different organisations that could fund the project

Get information to build the project;
Contact professionals and university advisors/representatives to gather
information about different career pathways, the job lifestyle and the university
requirements
Talk with professionals (psychologist, career advisors) to create an appropriate
quiz able to recognise the users' preferences, values, motivations and skills in
order for the right professions to appear

Platform:
Contact a software developing company to develop the project;
Design

Promote the project:
Contact universities and schools to make the project known
Establish advertising i.e social media, tv etc

Find a venue

Who will be in your team and what will they be doing?

5 Career advisors
2 Psychologists
A secretary
IT firm
LAW firm
Accounting team
Marketing team
I´M THE PROJECT MANAGER
For the completion of the platform cooperation with professionals from
different backgrounds is required to discuss different careers

What other stakeholders are involved?

End users i.e customers or employees
Career advisors
Company manager

Universities can be the executives funding the platform i.e their platforms
could benefit from our platform
Educational organisations of Croatia i.e vlada republike hrvatske
ESIF European structure and investment funds

Who is your target audience and why are they important?

Young people between the age of 16-25 who are conflicted about their career
choice due to their background.
Donors and local/national authorities who are willing to invest in our
organisation e.g Vlada Republike Hrvatske, Ministarstvo obrazovanja etc.
Universities might also be willing to invest for their benefit - attracting
potential students

What communications channels will you use?

To promote the platform;
Reach out to universities, schools and other educational centres - at the
beginning of each school semester, could offer free trials
Use social media, tv and the press to advertise the company
Following the completion of the platform users will be contacted for a follow
up by phone

How will you monitor your project?

Feedback forms completed at the end of the questionnaires will be analysed
every month to improve the quality of our service, to understand whether
sufficient and well-understood information was given, and to clarify whether
some uncertainty has been resolved.

After the annual follow up information will be collected again to conclude
whether the service guidance was accepted and persuaded at a professional
level.

Career advisors will also seek feedback from visiting clients to improve their
service and this will be noted and discussed in the monthly company meetings
to analyse the overall client satisfaction.

Do the donors require reports?

Reports will be produced illustrating both the satisfaction levels of the platform tests, as well as some statistics around the overall deduced and persuaded user career selection.
In addition, for the companies providing funding reports will be submitted presenting the company spendings- financial summaries.

Have you identified 5 lessons learned and 5 recommendations?

Always a good idea to have someone experienced to give advice regarding the project development, monitoring and evaluation
Do some extra reading

EYE

Entrepreneurship & Youth Empowerment

Competence Based Development Programme for Social Inclusion and Employment

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EDUCATIONAL INSTITUTE

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A força de fazer acontecer!

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