

AFLAYOUTH

Sustainable Livelihoods Training Programme



Book

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1

Social & Financial Skills

1.3 | Building Confidence and Resilience



OVERALL OUTCOME

An integral part of building our skills and confidence is our ability to learn from experience. Participants will work as a group to explore issues of confidence and personal effectiveness, looking at some techniques they can use to improve their power to overcome challenges.



LESSON OBJECTIVES

By the end of the session, participants will be able to:

1. Understand how to build confidence by learning from experiences, even if those experiences are negative
2. Identify techniques to help in challenging situations
3. Understand that confidence-building is also a skill developed within the lifelong learning cycle



MATERIALS

- Paper, pen
- Agree, Disagree, Undecided signs



METHODOLOGY

- Start: Guided Imagination
- Learn: Group Work
- Reflect: Take a Stand: Learning from Experience



DURATION

110 minutes



KEY WORDS

- Confidence
- Resilience
- Lifelong learning
- Power
- Sabotage

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INFORMATION FOR THE FACILITATOR

A few concepts can be explained as follows:

Lifelong learning. “The term recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations [...] Learning can no longer be divided into a place and time to acquire knowledge and a place and time to apply the knowledge acquired. Instead, learning can be seen as something that takes place on an on-going basis from our daily interactions with others and with the world around us.”¹

Resilience. Resilient people are aware of situations, their own emotional reactions, and the behaviour of those around them. In order to manage feelings, it is essential to understand what is causing them and why. By remaining aware, resilient people can maintain control of a situation and think of new ways to tackle problems. Many of these skills can be developed and strengthened, which can improve your ability to deal with life’s setbacks. Another characteristic of resilience is the understanding that life is full of challenges. While we cannot avoid many of these problems, we can remain open, flexible, and willing to adapt to change.

Sabotaging. In relation to *self-sabotaging* (applied in Learn Activity 2), sabotaging is an act or behaviour tending to harm. It is a deconstructive behaviour that can stand in the way of healthy and supportive behaviour which is important to yourself and your mindset regarding personal development/growth. For example, you can sabotage your career by following your inner critic. This might tell you that “You’re not good enough” or “You will never get a good job.” Listening to your inner critic might hold you back from trying, sending applications, approaching people, and putting yourself out there to get a job or begin your career.



START: GUIDED IMAGINATION - PERSONAL POWER

(20 minutes)

1. Explain to participants that this beginning exercise is about their imagination. Since they will be doing it on their own, they are safe to be free in their imagination.
2. Ask participants to close their eyes and ask themselves the following questions: If power was a person, how would it look like? What kind of clothes would it wear? How would it speak? In what situations would power appear? And so on. Make sure to give participants enough time to imagine a response to each of these questions.
3. Then ask participants to volunteer answers.
4. Next, ask them to think about their inner power. How different is it from the power they imagined before?
5. Ask them to **be** that inner power by assuming the posture/pose their inner power would take, were it a person.
6. While they’re in position like statues, ask them how they feel.
7. Finally, ask them to think of the pose athletes assume when they have just won a competition. Explain that humans naturally have this power within them, and that assuming such a posture can stimulate our inner confidence to come to life.



LEARN



TALE OF THE TWO WOLVES (40 minutes)

60 min.
total

1. A key issue for young people is quitting quickly, not knowing how to keep a job or just giving up a challenge presents itself.

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2. Introduce the topics of resilience and self-sabotage, either by reading out the additional information provided in the notes for facilitators or by writing a definition on the board.
3. Now, read out the following tale of the two wolves (a native American parable) to participants.

An old Cherokee is teaching his grandson/granddaughter about life. “A fight is going on inside me,” he said to the boy. “It is a terrible fight and it is between two wolves. One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.”

He continued, “The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you – and inside every other person, too.”

The grandson/granddaughter thought about it for a minute and then asked his grandfather, “Which wolf will win?”

The old Cherokee simply replied, “The one you feed.”

4. After this, ask them what they think about the story so they can explain it in their own words.
 - Does it make sense to them?
 - Can they relate to the idea of feeding one wolf more than the other?
 - What does that imply?
5. As the next activity, ask participants to form groups of three.
6. Ask each participant to individually think of an example or situation that left them feeling caught, unsure of their own actions or emotions (for example, being in the process of an application for a job/interview, being addicted to smoking, feeling numb at home and not doing anything social, conflicts with your siblings/caretakers, being told that you did something wrong at work, etc.).
7. Once everyone has thought of an example, number them off in each group from one to three. In the first round:
 - Ones are the good wolves
 - Twos share their examples
 - Threes are the bad wolves
8. The participant providing the example should stand between both wolves so that they stand opposite each other (as below).



1. Good Wolf

2. Participant
providing the example

3. Bad Wolf

1 <https://educalingo.com/en/dic-en/lifelong-learning>

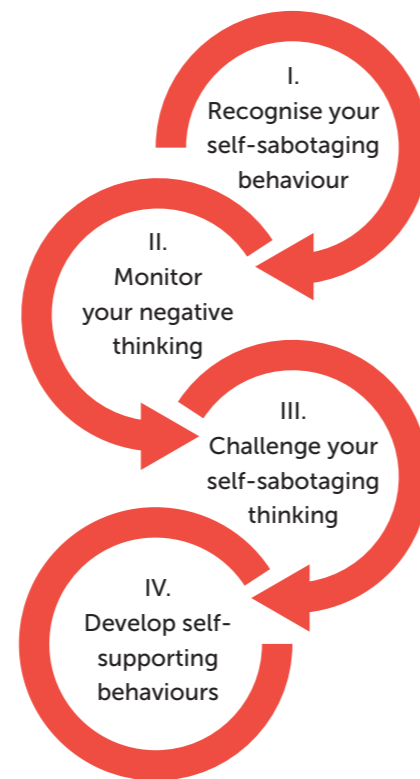
9. Ask the middle participants (2s) to share their example with both wolves. Both wolves simply listen.
10. First, the good wolf (1s) responds to the example by embodying the characteristics of the good wolf and commenting on the shared example with support/encouragement/positivism, etc.
11. Second, the bad wolf (3s) responds to the example, talking to the person with the characteristics of the bad wolf in mind (i.e. negativism/putting oneself down/mistrusting, etc).
12. Then, 2s can choose to give attention to one side or the other more to receive another minute of feedback/comments. Which side sounded more convincing?
13. In the second round, 1s become 2s, 2s becomes 3s, and 3s become 1s. In the third round, everyone changes roles again. Ultimately, every participant gets to play each role.
14. When everyone has tried this exchange, ask how all participants felt in the three different roles? Was it easier to respond negatively to the example? Was it easier to believe and incorporate the comments from the good or bad wolf?
15. Explain that, quite often, people will focus on negatives rather than positives relating to an experience – out of fear of being disappointed. This reaction also falls under self-sabotage. The bad wolf encompasses the self-sabotaging thoughts and emotions, which can easily dominate our minds as we feed through our focus.
16. Show the group the cycle of self-sabotage.

Further analysis: <https://urbanbalance.com/the-story-of-two-wolves/>

Comic format: <https://zenpencils.com/comic/94-the-two-wolves/>

BREAKING THE CYCLE OF SELF-SABOTAGE (10 minutes)

1. Explain the processes involved in breaking the cycle of self-sabotage. Draw it on a board if possible.
2. First, clarify what self-sabotage means and what sort of behaviour is commonly associated with it (see notes for facilitator).
3. Encourage participants to match the previous Tale of Two Wolves with the four separate steps of the cycle:
 - I. Recognize their self-sabotaging behaviour and thoughts (the voice of the bad wolf)
 - II. Monitor their negative thinking by keeping track of it, noting it down or airing it to friends and family.
 - III. Challenge their self-sabotaging thinking by feeding the good wolf thoughts/emotions, questioning where your negative thoughts are coming from, and why you provide more attention to those than the positives (the voice of the good wolf)
 - IV. Develop self-supporting behaviour in return. What behaviours can help you be more supportive to yourself? Keep notes next to your bed, stating that you can do what you put your mind to, that it is good to ask for help, and so on. Whatever fits your context.



4. Ask participants to work alone or in small groups to share their insights with one another. Walk around the groups to see what discussions participants have on the cycle of sabotaging behavior.
5. Explain that the entire cycle allows one to achieve greater self-confidence through becoming more aware of your self-sabotaging thinking patterns and by realizing how frequently you may feed the bad wolf over the good one. It is a complex cycle of which to be aware, but it provides a way of developing resilience and confidence in all sorts of situations.

SELF-SUPPORTING BEHAVIOUR (10 minutes)

1. Give participants time to evaluate three different situations in which they have either fed the good and/or the bad wolf more.
2. Ask them to note these down and to share them with the person next to them.

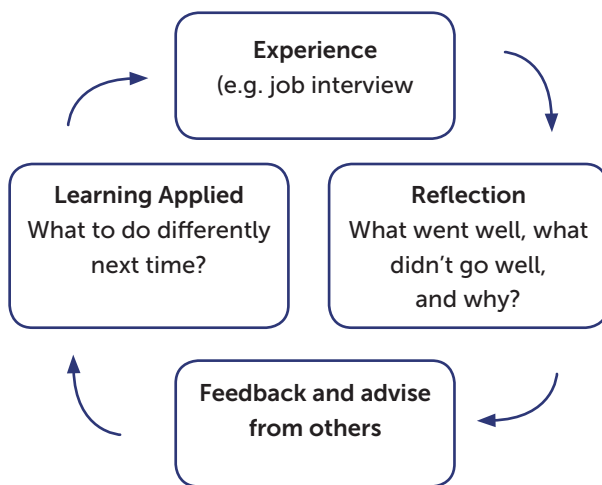


REFLECT: LEARNING FROM EXPERIENCE (30 minutes)

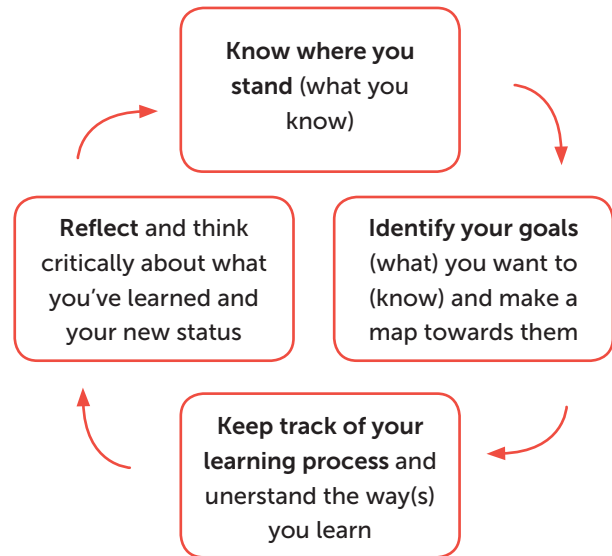
1. Explain to participants that an integral part of building our skills and confidence is our ability to learn from experience.
2. Hang up signs around the room (on walls or backs of chairs) that read: Agree, Disagree, Undecided.
3. Explain that you will pose some questions and participants will be given a few seconds to move towards the sign that best summarizes their attitude towards that statement or question. Stress that there are no right or wrong answers.
4. Read out the statements below and allow the participants to gather by whichever sign they wish. Ask a couple of participants from each group to explain their position. Challenge them by asking them, "why do you think that?". Ask the participants if any of them wish to change their positions based on what they have heard.
5. Continue the exercise until you have explored all statements. Try and ensure that every participant in the group has had an opportunity to speak.
 - It is easy to learn from experience
 - When an experience has been a negative one, it's hard to learn from it
 - I focus more on things that didn't go well
 - It's easier to focus on what went well
 - I know how to move on from an experience
 - The ease at which I move on from an experience depends on the outcome
 - Feedback is an important and beneficial part of the learning process
 - I resist receiving feedback
6. Afterwards, carry out a group discussion. Explain that we often find it difficult to identify what's gone wrong and deal with how we feel about that (i.e. getting a positive from a negative experience). Feedback in these situations is very important.
7. Explain that learning from experience is a reflective process – one where we have to really think about what went well and why, as well as what didn't go well and why. In this thinking, we need to make sure we include the reactions of, and feedback from others to help us.
8. As part of lifelong learning, explain that learning from experience is a cycle in which we are constantly reviewing and evaluating, as well as developing our skills and behaviour accordingly.
9. Explain that learning from experience through reflection and the feedback of others allows us to change how we operate in future situations.

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1. A Model of Development



2. Aflatoun's Lifelong Learning Cycle



- 1) The activities were adapted from 'A Model of Development'²
- 2) Aflatoun's Lifelong learning cycle

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PORTFOLIO TAKE-AWAY

As a portfolio take-away, ask participants to pay attention to their good and bad 'wolf' thoughts. Throughout the week, or until the following session, have them take note of which type of thoughts surface. Ask them to identify what thinking patterns they need to change and what self-supporting behaviours can help them.

² <https://barclayslifeskills.com/media/2365/building-confidence-and-resilience-presentation-slides.pdf>

Part 2
Financial Skills

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2.7 | Digital Finance:

What are the Benefits?

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OVERALL OUTCOME

Digital finance includes services that are delivered by mobile phones, tablets, other devices, the internet or cards. They are key in fostering universal financial inclusion. For the moment, cash remains the dominant payment approach in emerging economies, where most people continue to rely on informal financial solutions that can be less flexible and in the case of certain money lenders, more expensive than formal alternatives, although these also clearly have their benefits. These include saving in the form of livestock, gold or through informal savings groups, or borrowing from family, employers or money lenders. However, the advent of digital finance is already transforming the landscape and placing financial inclusion for everyone within reach. In this session participants will gain an overview of the changes occurring and of the benefits they bring.



LESSON OBJECTIVE

By the end of the session, participants will be able to:

1. Identify and explain five categories of benefit provided by digital finance.



MATERIALS

- A KWL chart drawn out on the board or on flipchart paper before the session begins.
- Running dictation wall cards and templates for *Who benefits from digital finance – part one*. If you can't print of templates draw one on a flipchart for participants to copy.
- Four category headers and a full set of fact-cards for *Who benefits from digital finance – part two*.



METHODOLOGY

- Start: KWL Chart
- Learn: Expert Groups Exercise
- Reflect: KWL Chart



DURATION

100 minutes



KEY WORDS

- Individuals
- Micro, small and medium-sized enterprises (MSMEs)
- Financial Service Providers (FSPs)
- Government
- Digital wallet
- Fintech



INFORMATION FOR THE FACILITATOR

The term 'digital wallet' refers to a store of value that people can access using a mobile phone, tablet or computer and that provides an easy way to make payments, ranging from person-to-person transfers, to e-commerce transactions to purchases at a store. A digital wallet may be linked to a traditional bank account. With the 'Digital Finance – Who Does It Help?' activity, remember that your focus is not on finding a correct answer. Indeed, some of the cards might be placed under more than one header meaning several different answers are acceptable. Instead your role is to encourage debate and help participants to articulate their ideas.



START: KWL CHART (20 minutes)

WHAT DO WE KNOW ABOUT DIGITAL FINANCE?	WHAT DO YOU WANT TO KNOW ABOUT DIGITAL FINANCE?	WHAT DID WE LEARN ABOUT DIGITAL FINANCE?

1. Gather the group together near the flipchart/board (above)
2. Ask the group to share what they think they already know about digital finance and write their answers down in the first column. Reassure them that this is not a test and if they think they might know something about digital finance but aren't sure, they should say it anyway.
3. Next, ask them what they want to know about digital finance and write their questions down in the second column.
4. Explain to the participants that you will ask them to fill in the third column at the end of the session.



LEARN: WHAT ARE THE BENEFITS OF DIGITAL FINANCE?

(60 minutes)

1. Explain to participants that distributing physical cash, such as salary payments or government transfers can be time-consuming, difficult to get/move in large quantities, vulnerable to risk (theft or claims of error) and corruption. In this next exercise we are going to investigate ways in which digital finance can solve those problems.
2. Tell the participants that for this exercise they will be working in teams of five. Each team will be responsible for their own learning and at the end of the exercise there will be a short test. For a team to pass the test, each member must be both a good teacher and a good student.
3. Put the participants quickly into teams of five by counting them off 1 – 2 – 3 – 4 – 5. Give each team a name, such as 'Red Team', 'Blue Team', 'Green Team' etc.
4. Give each team a set of the five cards (found at the end of this session) and ask each member to take one card.
5. The next thing to do is break up the teams. Ask all those participants with Card 1 to sit together, all those with Card 2 to sit together, all those with Card 3 to sit together, Card 4 together and Card 5 together.
6. Tell them they have five minutes to become experts on the piece of information they have on their card. They should read it, ask each other questions if they need to, discuss it and memorize it.
7. After five minutes bring them back into their original teams. Explain that each will now take it in turns to be teacher. The participant with Card 1 goes first. They tell the other four participants in their team all about their card. They shouldn't read it. The other four participants listen, ask questions and make notes. When Number 1 has finished it's the turn of the next participant (the person with Card 2) to be teacher. They tell the other four about the information on this card. The other four listen, ask questions and make notes. When Number 2 has finished it's the turn of the third participant to be the teacher and so on.
8. Once all five members in each team have played the role of teacher, take the cards off them. Make sure they have pen and paper and give them the following quiz. They can help each other and they are allowed to use the notes they kept.
9. Read out the quiz questions giving the participants about 30 seconds to agree their answer to each and to write it down.
10. When you have finished, have the groups hand their answers to another group to mark as you read out the answers.

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Quiz questions and answers

QUESTION	ANSWER	SCORE
1. Explain how the two-factor authentication method works.	When you log-in to your account, a passcode or password is sent via SMS to your phone.	1
2. What are three things that biometric identification uses?	i. Finger print ii. Voice patterns iii. Eye retina	One mark for each part totals 3
3. What percentage of parents in Cote d'Ivoire now use digital methods of registering their children for school?	47%	1
4. How does the move away from paper to digital help businesses to improve their tracking and record keeping?	It makes it easier to; i. analyse cash flow and, ii. helps them to build customer profiles.	One mark for each part totals 2
5. How many individuals and businesses in emerging economies are thought to lack access to savings and credit?	200 billion	1
6. How much cheaper is it for banks to offer digital finance compared with traditional branches based in a building?	80% - 90%	1
7. Why is it so much cheaper?	Because unlike with a traditional bank branch, in digital finance you don't have to; i. pay rent ii. pay so many staff salaries.	1 mark for each part totals 2
8. When the Indian government made social security pension payments through digital smart cards instead of manual cash payments, how big was the reduction in bribe demands?	47%	1
9. What percentage of adults in emerging economies lack accounts of any sort?	45%	1
Total		13



REFLECT: FINISH KWL CHART (20 minutes)

1. Ask participants to write down two things that they liked about this session, and one thing they still have a question about. Give them ten minutes.
2. Ask participants to share their answers. Listen to as many as possible.
3. Now come back to your KWL Chart to fill in the What did we Learn about Digital Finance? Ask participants for their answers. You could allow several volunteers to come up and write what they learned in the final column of the chart.

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HANDOUT

EXPERT GROUPS CARDS (LEARN)

CARD ONE: ADVANTAGES OF DIGITAL FINANCE - IT IS SAFER

Using digital finance rather than cash is safer bringing with it a reduced risk of theft. This is particularly true for women. Put at its simplest, a thief can no longer snatch your cash if you aren't using it. Other innovations help keep you safe when you are using online banking. Most financial institutions use the very latest, most cutting-edge technologies to guarantee maximum security to customers. The two-factor authentication method is widely used. When you use your password to log in to your account a one-time passcode is sent to you by SMS on your mobile phone. This way even if someone has your password, they cannot access your account or make transactions. Each passcode can be used only once and you'll get a new code every time you log in or make a payment.

Another security innovation is biometric identification. It uses fingerprint, voice patterns and eye retina to authorize access. It is more user-friendly than passwords which we can sometimes forget. Of course, no system is ever entirely safe. Losing your phone potentially allows criminals to access your private information and email accounts are always vulnerable to hackers, viruses and malware.

CARD TWO: ADVANTAGES OF DIGITAL FINANCE - IT IS EASIER

It does away with paper work and the need to travel. A farmer in a rural community can make payments to suppliers without having to travel miles. An urban entrepreneur can better achieve scale in her business through quick and secure mobile payments. A mother can easily pay her children's school fees. Imagine the person in a rural area winning back the time spent travelling many miles on foot or by bus to a cash agent, and being able to work instead.

Being easier leads to many other positive effects both for individuals and for society. In Cote d'Ivoire a partnership between mobile operators and the government for digitization of person-to-government (P2G) payments has led to 94% of annual registration school fees being paid via mobile money. The time people previously spent travelling to bank branches and standing in lines has been freed up, allowing people to be more productive at work.

Business benefits too with the move away from paper record keeping. The electronic record of sales and expenditure created by digital payments helps businesses to improve their tracking and record keeping. It becomes easier to analyse cash flow and helps them build customer profiles. Small businesses quickly become more productive and more profitable.

CARD THREE: ADVANTAGES OF DIGITAL FINANCE - IT IS CHEAPER

Two billion individuals and 200 million businesses in emerging economies currently lack access to savings or credit. Those who do have access often pay dearly for a limited range of products. The very cheapness of digital finances represents a win-win to banks and customers alike and is helping to promote financial inclusion at a broader level. For financial service providers the cost of offering digital accounts can be 80% - 90% lower than using traditional 'bricks and mortar' physical branches. Individuals using mobile phones to transfer funds from one account to another or to pay bills are in most cases no longer required to pay the sorts of bank fees that were once unavoidable. Digital finance is cheaper, although it may still come with fees as the companies providing services still have to thrive and serve customers, because it does away with many of the overheads associated with more traditional financial service providers – such as paying staff and rent. This cheapness opens up enormous business opportunities for banks, telecoms companies, retailers and any company that harnesses the low costs of transaction digitally to serve more customers.

CARD FOUR: ADVANTAGES OF DIGITAL FINANCE - IT IS TRANSPARENT

For governments the use of cash creates a leaky pipeline for expenditure and tax revenue and can lead to corruption. As much as one third of government cash can be lost this way. In addition, cash payments reinforce large informal economies that deprive governments of precious tax revenue and which can deter business investment.

By increasing accountability and tracking, reducing corruption and theft as a result. When Indian government officials made social security pension payments through digital smart cards instead of manual cash payouts at the village level, there was a 47% reduction in bribe demands. Digitizing the salary payments for national police officers in Afghanistan helped cut costs leakages by helping to spot 'ghost' workers on the payroll and reducing the opportunities for funds to be diverted. In Uganda Plan International adopted a program to repay participants for transportation costs through mobile phones. This increased transparency and reduced the security risks of cash handling.

The governments of Haiti and Uganda chose to use digital payments to mitigate risks of corruption and leakage in their social transfer schemes.

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CARD FIVE: ADVANTAGES OF DIGITAL FINANCE - IT BRINGS ABOUT FINANCIAL INCLUSION

45% of adults in emerging economies do not have a financial account at a bank or other financial institution or with a mobile-money service. The majority of people in emerging economies rely on informal financial solutions that are often less flexible and more expensive than formal alternatives and that frequently fail to deliver when needed most. These include saving in the form of livestock, gold or through informal savings groups and borrowing from family, employers or money lenders.

Digital finance is greatly increasing the ability of MSMEs to access credit. Small farmers can finally get loans to buy the seeds, fertilizer and farming tools required to improve crop yields and boost incomes.

In Mexico there is evidence that digital accounts opened through a social transfer program increased frequency of remittances received. In Colombia, 91 percent of the households being paid digitally through an online program went on to obtain a card-linked bank account.

Mobile phone enables owner to receive remittances, wages, government subsidies – to make purchases in shops, or pay bills and school fees. Using a mobile phone rather than cash saves considerable travel time and cost, reduces the risk of theft and boosts convenience. It also gives access to a broader range of financial services that can be delivered digitally such as savings accounts or loans.

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Sustainable Livelihoods Training Programme



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Employability Skills

Employability Curriculum

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5 | My Career: Planning and Goal Setting



OVERALL OUTCOME

Participants will begin to plan ways of finding a job.



LESSON OBJECTIVES

By the end of the session, participants will be able to:

1. Analyse reasons for people often ending up in the wrong job;
2. Plan and set goals for a new career;
3. Identify how other people we know found jobs.



MATERIALS

- Template of the problem tree drawn out
- One set of 'Employment Ranking Exercise Cards' for every four participants
- Agree and Disagree Signs
- Paper/Pens



METHODOLOGY

- Start: Take A Stand
- Learn: Problem Tree and Employment Ranking Exercise
- Reflect: Personal Reflection



DURATION

90 minutes



KEY WORDS

- Job Advertisement
- Goal Setting
- Preferences
- Decision-Making
- Network

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INFORMATION FOR THE FACILITATOR

This session continues the participants' investigation of finding satisfying employment. The Portfolio Take-away assignment requires participants to find a job advertisement and to note and analyse the qualifications required for the position. It is important that you are prepared to guide participants towards where they can find or learn about real job postings, ideally having one already to show as an example at the end of this session. This may be difficult for a number of reasons, including: a bad internet connection; limited online job postings; or it is impractical to purchase a newspaper containing job postings. Work with your own network to help guide participants in a productive way with contextualized examples of practical job searching.



START: TAKE A STAND (15 minutes)

1. Inform participants that they will carry out the Take-A-Stand activity.
2. Explain that you will read out a statement and participants will need to decide whether they agree or disagree with it.
3. Remind participants that there are no right or wrong answers and that it is okay to disagree.
4. Now tell them that, if they agree with the statement, they should go to the left of the room, and if they disagree, they should go to the right of the room. Hang up signs to make this easier.
5. Read the statements listed below. After each statement, spend one or two minutes discussing the participants' responses. Use the follow-up questions as and when necessary. Once the participants have shared some of their ideas and thoughts, move on to the next statement.
6. Statements and follow-up questions:
 - Statement 1: I am good at making decisions.
 - i. Why/ why not?
 - Statement 2: I know what I want for my career.
 - i. For those that agree, ask them to provide you with their given idea and follow-up with any steps they have taken to achieve their career.
 - Statement 3: I do not think for too long before taking action. I make decisions quickly.
 - i. Can a strategy/plan help you to take effective action? Why/why not?



LEARN



PROBLEM TREE (30 minutes)

60 min.
total

1. Hold up a problem tree template you previously prepared (found at the end of this session) or draw one on the board and explain that this will help participants analyse reasons as to why people sometimes end up in the wrong job.
2. Make sure that the participants recognize that the illustration is a tree! Ask them what role the roots play in a tree ('they feed it and make the tree grow bigger') and ensure they can recognize the branches.
3. Write or draw the name of the problem on the trunk of the tree – 'People ending up in the wrong job.'
4. The next step is to identify the causes of the problem. Ask participants to identify causes: Why is the problem there? What are the causes of this problem? Listen to their answers and ask them to justify their reasons: Why do you think that? Who has a different opinion? If the participants struggle at first, you might suggest some possible answers such as: 'Lack of opportunities,' or 'lack of qualifications.'
5. When participants have agreed on a cause, write it down on a card or a piece of paper. Keep going until you have found five or six causes for the problem. Alternatively, simply write the answers directly onto the roots.
6. If you have time, ask them to place the cards on the roots in such a way that the most serious causes are placed starting at the left and move towards the right in placing the cards that are less serious causes.

7. Now, repeat the process by asking them to identify the effects. Again, ask them to justify their answers: Why do you think that? Who has a different opinion?
8. Write or draw them on separate cards. Ask them to place the cards on the branches so that the most serious are to the left and the least serious effects are to the right or simply write them directly on the branches.
9. Once the diagram is ready, ask them to explain the whole thing by summarizing and also ask them to reflect on the diagram and what it means.
10. Next, ask them to focus on the roots (the problems). Ask participants the following question: What might you do to prevent finding yourself in a similar position?
11. Place them in small groups and start a discussion among the participants exploring possible 'solutions' to deal with the causes of the problem. Make it clear that many people themselves can be responsible for some of these solutions. From solutions, you can move to the actions that people might take. Encourage this full reflection and discussion amongst each group. Tell them that, when finished, they should have a few solutions and actions ready to share.
12. Ask for a volunteer from each group to come up to your drawing and add the solutions/actions to the tree in the form of fruit. Each volunteer from each group should add just one, trying not to repeat any answers.

EMPLOYMENT CARD RANKING EXERCISE (30 minutes)

1. In this activity, provide participants time and space in which to rank various possible jobs or attributes of jobs. You will require one set of cards for every four students (found at the end of this session).
2. Start by asking volunteers to share what they are studying or have studied (includes any type of training), or what they are working as or have worked as. Then, ask them to list what kinds of jobs they think they could get based on their experience (study/education or work experience). Ask others to join the conversation to think of even more jobs. Write down all ideas on a flipchart.
3. Also, ask them at what level would they expect to be hired? For example, if they studied business at a university, should they expect to be offered a management position? Why or why not? How could they benefit from taking an entry level position instead of only looking for higher-level jobs? If they have already worked for 3 years as a Youth Education Officer, should they expect to be offered an unpaid internship position? Why or why not? Use any relevant examples for your context.
4. Ask volunteers to suggest the main criteria we should apply in choosing a first or second job that is decent and useful. Try to elicit the following: We want jobs that...
 - Provide a learning experience
 - Offer a safe work environment
 - Provide a challenge and the opportunity to gain new skills
 - Have clear and fair expectations on pay and hours
5. Write down those four criteria above to add to anything they have already suggested. You may need to supplement with the following:
 - Appeals to our interests
 - Involve skills or resources we possess – our strengths (maybe from previous experience or studying)
 - Fits with our personal values
 - Matches our personalities
6. Put this flipchart on the wall somewhere that everyone can see all these ideas.
7. Put participants into groups of four and give each a set of cards.
8. Ask them to divide the cards equally so each participant has nine cards (as there are 36 total). They really need to use a pencil with an eraser so that they can rearrange their answers at the end of the activity. They need a notebook and they should be aware that they are going to sort the cards each time into two piles:

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PREFERENCE LIST	REJECT LIST
(jobs/attributes that appeal to me)	(jobs/attributes that do not appeal to me)

- Explain that each participant should now look at their cards and sort them into the two piles (Preference list and Reject list). They can also consider out of those two piles their absolute top two and bottom two.
- After five minutes they should swap cards with another participant and repeat the exercise. Again, they have a few minutes. And again, in their notes, they should consider their two top preferences and bottom two preferences.
- Repeat this process twice until each participant has seen all 36 cards in their group.



REFLECT: MY NETWORK (15 minutes)

- Ask participants to reflect on the community mapping exercise they completed earlier in this course along with the tree of jobs.
- Now, share with participants that every person has a network of people who:
 - Might assist them in getting a job
 - May know someone looking for an employee
 - Might recommend you to an organisation/company hiring
- Ask participants to identify a person from their community map who is high-ranking in a company/industry. Then, they should think about other people they know who might be a good resource. They should list at least three people they know who could support them in securing a job. It could be a neighbour, a community group or forum, a relative or colleague of a relative, etc.
- Next to each person's name, they should write:
 - The position they currently hold
 - The organisation they work for
 - Why they think that person can assist them to secure a job
- Encourage participants to be "ASSERTIVE" and proactive and reach out to this network for help during their job search.
- Lastly, explain the Portfolio Take-away assignment. If you have one on hand, walk them through a typical public posting of an open job for which they could apply.

PORTFOLIO TAKE-AWAY

As a portfolio take-away participants should find one real job advertisement that really interests them. They should write down all of the key information requested from the advertisement and be prepared to discuss it in the next session. When considering which advertisement to choose, they should think back through all of the criteria and ranking exercises you have completed so far so that they pick a job or internship that would really be a good fit. They need to be able to demonstrate that they possess the skills required for the position or basically meet the requirements.



HANDOUT

CARDS FOR 'EMPLOYMENT CARDS RANKING EXERCISE' (LEARN)

WORKING IN A TEAM	MANUFACTURING/FACTORIES
MINING/QUARRYING	ART AND DESIGN
BEAUTY AND APPEARANCE	MEDIA – TV, RADIO, JOURNALISM
BUSINESS/ENTERPRISE	BUILDING/CONSTRUCTION (PAINTER, PLUMBER, ELECTRICIAN, CARPENTER)
MUSIC	POLICE/ARMED FORCE
CARING FOR OTHERS	POLITICS/CURRENT AFFAIRS
REAL ESTATE/PROPERTY/RENTALS	CHILDREN
EDUCATION (TEACHING, TRAINING LIBRARIES)	RELIGION/CHURCHES/FAITH
ENGINEERING	RESEARCHING THINGS
ENTERTAINMENT (MUSIC, ACTING, PERFORMING)	ROUTINE
FARMING/FISHING/HUNTING/FORESTRY	SHOPS/RETAIL/SALES
FOOD (PREPARATION/SERVING)	SPORTS
HEALTH (HOSPITAL/DOCTORS/NURSES/ MEDICINE/PHARMACY)	THINKING TASKS
HOTELS AND TOURISM	TRANSPORT (DRIVING, PLANES, BOATS, TRAINS)
HELPING OTHERS	INSTRUCTING OTHERS
USING NUMBERS	VARIETY
IT (COMPUTERS/WEBSITES/TELECOMS)	WORKING ALONE
MANAGING OTHERS	WORKING OUTDOORS

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Book

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3
Sample

Entrepreneurship Skills

7 | Marketing and Value

Proposition



OVERALL OUTCOME

Participants will learn how to conduct market research that will help them decide how to price their products or services. This session will also help participants understand and write a value proposition.



LESSON OBJECTIVES

By the end of the session, participants will be able to:

1. Conduct their own market research into pricing and analysing their findings
2. Create a marketing mix for their enterprise products using the 5Ps framework
3. Identify what a value proposition is and how important it is



MATERIALS

- Flipchart and markers to record participants' ideas
- A4 paper for every participant
- Tape
- Colourful pens and papers
- Scissors
- Memory cards
- Company logos (*Optional*)



METHODOLOGY

- Start: Group work
- Learn: Memory Cards & Individual Work Business Profile
- Reflect: Gallery Walk



DURATION

120 minutes



KEY WORDS

- Value
- Marketing
- Advertising
- Sustaining
- Business profile



INFORMATION FOR THE FACILITATOR

Participants have already conducted some valuable market research into customer profiles, investigating the profiles of those who might be willing to pay for their products or services, as well as considering their own ideas fully, how they can add value to their products/services, and determine if and what kind of market they have. Today they will see how to conduct further market research that will help them decide how to price their products or services. That is a critical step before the next session on business finance. This session will also help participants understand and write a value proposition, which is a short statement each business should have which clearly and quickly explains why they are needed and how their product or service fulfils customers wishes or needs. From there, participants will learn how to promote their products, where to sell them and how to price them. The goal of this session is support every participants' creativity to design their own business profile.

If possible, print some internationally-recognized brand logos to use for the start activity and print a Business Profile Worksheet (found at the end of the session) for every participant. If this isn't possible, you can write it on the flipchart and ask them to copy it from there. Additionally, you will need to prepare a set of memory cards beforehand.



START: WHAT DOES 'MARKETING' MEAN? WHAT IS A 'VALUE PROPOSITION'? (25 minutes)

1. Welcome participants and explain that today's session will focus on marketing and value proposition. Explain that it is okay if they are still unsure about this topic, and that this session will allow them to deepen their understanding of the concept.
2. Begin by dividing participants into groups of five and have them to discuss the following questions in their groups:
 - a. Which business do you hear about the most in your community?
 - b. Which business do you personally see in your everyday life?
 - c. Why do you think you see and hear about these businesses more often than others?
 - d. What is their slogan (very short phrase of a few words which is often heard or seen with their advertisements)?
3. Give examples of popular businesses if needed (such as Coca Cola, Pepsi, McDonalds, Samsung, Apple, Nike etc. Any business that does a lot of advertising locally- it can also be a local restaurant and definitely Telecommunications companies).
4. You may also choose to display famous branding/logos and ask participants to identify them. This is an optional step.
5. Once groups have discussed for several minutes, ask all participants to come back together. In a large circle, open up a group discussion on these questions and see what the groups came up with. Make sure you also ask them to point out what slogans they know from these companies.
6. Ask their opinion on these slogans. Is the message clear, clever, simple, to the point, and unique?
7. Now explain the difference in a slogan and a value proposition. You can read out the following definition and explanation:

A value proposition is different from a slogan as it needs more words to describe better what a company does. Both are important for a business, especially if they are good. Since a value proposition uses more words, it can be more difficult to keep it clear and direct, but just like a slogan, this is important. A value proposition is essentially an explanation of 'what a company does' and why your product/service is different and worth buying. It frames not only how a start-up creates value for their customers but also why their solution is better than what customers are currently doing/using.

8. Finally, explain that a value proposition is also a part of the marketing of a product or service just like the packaging, advertising and slogan. Share this definition of Marketing:



Marketing: is an action or business of promoting and selling products or services.



9. Tell participants that you are going to read a list of statements, and they should stand if they think that statement is a part of Marketing. (Hopefully they will quickly realize that all statements are a part of Marketing!)
 - a. Knowing your customer
 - b. Developing the right product
 - c. Meeting customer needs
 - d. Developing and distributing messages and/or communications
 - e. Expanding your brand
 - f. Telling your company's story
 - g. Having conversations to engage clients and build lasting relationships
 - h. Making customers fall in love with your products/services
 - i. Developing customer trust
 - j. Helps to sell product/service

Final Tip: Good marketing helps to build and sustain your business long term!



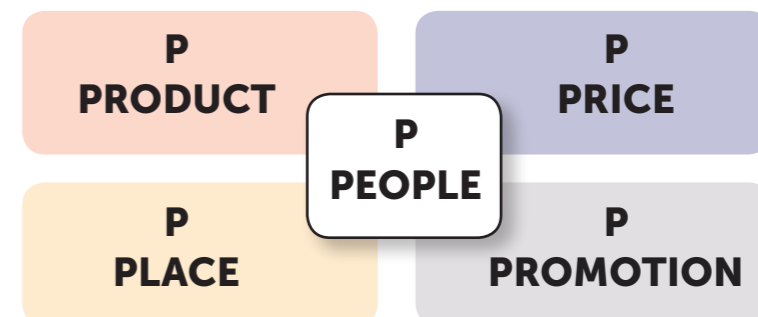
LEARN: UNDERSTANDING MARKETING



60 min. total

MEMORY CARDS: MARKETING MIX (20 minutes)

1. Tell participants they will learn about a great marketing tool while playing memory cards.
2. By now, everyone should be familiar with the game.
3. Put participants in pairs and hand each one full set of cards.
4. Explain that a set of cards is made up of pairs. Half of the cards have one word related to marketing and the other half are 'description' cards. For each word card there is a matching 'description' card. Ask them to shuffle these and spread them out on the table/floor, face down.
5. The first player turns over a card and reads it aloud. Then, they turn a second card over and read that aloud too. If the two make a matching pair, the player takes them off the table/floor and keeps them. Then they take another turn. If the two cards do not make a pair, they must turn them back face down and leave them where they found them.
6. It is now the second player's turn. They, too, turn over two cards and read them aloud. If they make a pair, the player can keep them. If they don't make a pair, they must turn them over face down again and leave them where they found them.
7. Players can tell if they have a matching pair by checking the printed letters at the bottom of each card. The Word Card (A) will match with Description Card (A). The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most cards.
8. After ending the game, show the image below and explain the concept of the five words they've just seen, which in English is called: 5Ps of Marketing Mix (Product, Price, Place, Promotion, People):



By following the 5Ps, you can ensure you effectively reach your market and provide the products and services they need. The better you understand and target your market, the less time and expense you spend in reaching them. The 5Ps will help you focus on what you need to do in terms of marketing and will give you clues when things aren't working. For example, if sales are slow, you can consider if your price is too high or whether your order system is unclear.

The 5Ps of the marketing mix are one part of your broader business and marketing plans. These tasks might seem boring and tedious, but they are necessary to help you focus your activities and better understand and reach your market. And like other aspects of your business and marketing plan, the 5Ps aren't static. They change and evolve with market needs. For example, technological advancements may require you change how you promote your business, which we have seen in the growth of social media as a new promotion method.

9. Give participants the following case study (or read it out to them):

CASE STUDY

Kamila lives in a tourist town on a lake. She is considering operating a boat rental shop catering to travellers and tourists. To position her business, Kamila may consult the 5 Ps of marketing in the following manner:

- **Product:** By-the-hour boat rentals for people in the city for a short duration of time.
- **Price:** Cheap boat trips to cater to budget constraints of travellers and tourists. A 10% discount on boat trips when referred by a travel agency.
- **Promotion:** A Facebook page, Instagram page, and a Twitter handle to promote the business. Also, paid promotions on travel agency websites.
- **Place:** A location easy to find and access, right at the lake.
- **People:** Friendly staff members who love meeting other travellers and offer exceptional customer service.

LET'S CREATE OUR BUSINESS PROFILE (40 minutes)

1. Hand out one Business Profile Worksheet to every participant (found at the end of this session).
2. Let participants know that they currently have about 25 minutes to work on this profile.
3. They should do their best to fill out the Value Proposition, Place and Price categories/questions to the best of their ability.
4. Also, challenge them to name their business (if they haven't already), create and draw their own sign and logo (or create separate poster) which they believe best describes their products and/or services. They can also write down an idea for a slogan.

FACILITATOR'S TIP

To allow for more creativity and if you have the time, they can use any materials to display their company name, slogan and logo like an advertisement. This can be a separate poster that more represents art work.

EXTENSION ACTIVITY

Ask some volunteers to present their business profile worksheet by introducing it in a maximum of 2 minutes. This task can improve their speaking skills as well as time management.

5. Once time has run out, move on to the Reflect, but encourage them to finish these more fully for their portfolios before the next session.

PORTFOLIO TAKE-AWAY

In order to have a comprehensive Business Profile, encourage participants to do further market research or competitor analysis to have thorough responses to all points on the worksheet. This worksheet will impact the overall success of their business plan, which will be covered later on during the session 'Creating a Business Plan'. So again remind participants that upon completion they need to save it in their portfolio folder or portfolio notebook.

REFLECT: ASSESSING CREATIVITY (35 minutes)

1. Ask the participants to tape their Business Profile worksheets on the wall (along with any creative posters).
2. Give at least 10 minutes and encourage them to walk around to analyse each other's work and ideas.
3. Then ask everyone to sit down in a circle and discuss which what stood out to them? Did they seem some additional good ideas and insights which will help them with their own business ideas and plans?
4. You might also want to use this discussion time to allow them to explain how they arrived at their pricing for their products and services as this can be quite difficult, especially before they've considered all costs and expenses and a budget. That's something which will be covered in the next session.
5. Summarize what they've learned during this session by asking the following questions:
 - a. What does marketing mean to you?
 - b. How do you want to continue building your business profile?
 - c. Where do you plan to advertise your business? (For example: in a daily paper, online, on TV, on a billboard, etc.)
 - d. How did you decide on any of your pricing?
6. Point out that considering the pricing of their products and services will be important to continue with business planning and considering their business finances in the next session. The advertisement and value proposition component of this session and any practice that they are receiving in sharing their business idea is also great preparation work for the final session on Pitching.
7. Finish the session by praising the participants' use of creativity during the exercises and activities today. Explain that creativity and innovation will enable them, as entrepreneurs, to optimize their business and develop new ways of improving an existing product/service.

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HANDOUTS

MEMORY CARDS: 5PS MARKETING MIX (LEARN)

Reflects what the customer is willing and able to pay matching with target market and the price of the competitor and still allowing you a profit. A	PRICE A
The methods used to communicate the features and benefits of your products or services to your target customers. B	PROMOTION B
Where the business is seen or located and where products/services are made, sold, or offered. C	PLACE C
The products and services offered to your customer. Their physical attributes, what they do, how they differ from those of your competitor, and what benefits they provide. D	PRODUCT D
When referred to as an element in the marketing mix, how your level of service, and the expertise and skills of the people who work for you, can be used to set you apart from your competitors. E	PEOPLE E

BUSINESS PROFILE WORKSHEET (LEARN)

Name of Business	
Three key words that describe the business/ how it's unique	
Value Proposition	
Logo/Poster	
Slogan	
Place of advertisement	
Top three products/ services with (estimated) prices	

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Resource Toolkit

Coach Reference Guide | Extension Activities Guide

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Evaluating Your Business Idea and Preparing Your Business Plan



OVERALL OUTCOME

To support participants in the development and evaluation of their business plans.



LESSON OBJECTIVES

By the end of the session, participants will be able to:

1. Identify and complete the components of their business plan
2. Evaluate their business idea



MATERIALS

- Business plan components
- Business plan template



DURATION

90 minutes



WHEN TO CONDUCT THIS COACHING SESSION

During the first half of the entrepreneurship track



BUSINESS PLAN PREPARATION

1. At this point in the programme, Entrepreneurship participants should have completed some tasks based on a hypothetical or real business idea. Typically, this session should be completed during the first half of the entrepreneurship component.
2. The goal of this coaching session is to give them tools to apply analytical thinking when they need to make decisions. This is an especially important skill for entrepreneurs as it is tempting to remain very attached to a certain idea, or to go with an idea they're familiar with, rather than looking at what actually works best.
3. First, find out a bit more about exactly what they have done so far in their Entrepreneurship training sessions. Ask them what has been easy and what has been difficult for them.
4. Then go through the Good Idea, Bad Idea criteria, as well as the ranking of business ideas activity.
5. Next, remind them of the SWOT tool, and then follow the instructions to apply this to their enterprise idea.
6. Finally, give them a little bit of practice in putting their idea in their own words by making use of a general structure of a business plan. This is practice for the following coaching session.
7. It is common that participants in this track get discouraged if their ideas seem to be bad or if they find the idea of starting a business to be overwhelming. Stay in touch with them in this session and the following one to encourage, motivate and help in additional ways if you see they need it.



BAD IDEA: BUSINESS IDEA CRITERIA RANKING

1. Suggest to participants that, while it may be relatively easy to think of ideas for possible enterprises, it could be difficult to decide whether or not these ideas are actually any good! This session will help them think about how they can assess their proposed enterprises in terms of whether or not they might succeed.
2. If participants already have a few business ideas, undertake the criteria and ranking exercise below. You can still use the Raising Chickens example as a starting point. If they don't have an enterprise idea, have them imagine how they would rank a chicken-raising enterprise or any other idea that they have.
3. Make sure their idea has been explained clearly to you. It's good practice for them to talk through their idea in a clear way.
4. Next, explain that it is beneficial for them to think of the criteria before deciding if an idea for an enterprise is good or not. In other words, what questions will they ask themselves in order to test their ideas? For example:
 - Would it be profitable?
 - Would it involve many people (for example, would it create jobs)?
 - How much fun would it be?
 - How much money would it take to start?
 - Would it harm the environment or community?
 - Would it help the community in some way? Does it fill a need?
5. Ask him/her to write down five criteria points.
6. Now, on their paper, have them select a score from 1 to 5 for each of the criteria points. 1 is the lowest score and 5 is the highest.
7. You can also walk them through the Raising Chickens example below to reinforce this concept of idea-ranking.

CASE STUDY: RAISING CHICKENS

Some friends were planning a business project to raise hens and sell both eggs and chickens. They had discussed how the business would work and felt excited about getting started. First, however, they decided that they should test if the idea was a good one or not. They decided to rate the proposed enterprise with a score between 1 and 5 for each of the criteria they had agreed upon earlier (with 1 being the lowest score, and 5 the highest).

Their planning had shown that they would make a modest profit – nothing too big or too small – so they gave it a '3' for this criterion. Unfortunately, they would need to buy hens as well as the raw materials for making a wire fence and a chicken coop before they could even start. So, in answer to the question, 'Would it be cheap to start up?', they could only give their project the lowest score of '1'. Chickens need time to grow before they start laying eggs, so it would take quite a long time before they made a profit. For that reason, they only scored '2' on that criterion. The friends already knew a lot and had direct experience raising hens, so it would be easy for them to start up. They gave themselves a '4' on this criterion. And so forth.

Example of a rating for a proposed business enterprise Raising Chickens

CRITERIA	SCORE
Would it be profitable?	3
Would it be cheap to start up?	1
Would it take a long time before it made a profit?	2
Would it be easy to start up?	4
Would it avoid harming the natural environment?	2
Would it avoid gender discrimination?	3
Total	15

8. Once they've totalled their own enterprise idea score, talk to them about whether it still looks like a good idea or not.
9. If they are not satisfied with their results, encourage them to discuss whether the criteria they established were indeed the best criteria. What's most important to them?



SWOT FOR BUSINESS IDEA

1. Remind participants of the Personal SWOT test they did in their first coaching session. Explain that this test can also be applied to assessing how good a business idea is.
2. Have them assess their (hypothetical) business idea using the SWOT analysis. They should evaluate their:
 - **Strengths:** What are my skills, talents and abilities? What resources do I have to help me run my enterprise successfully? What knowledge or experience do I have in this area?
 - **Weaknesses:** What skills, talents and abilities do I need that I don't have yet? What resources do I need that I currently lack? Do I lack any knowledge or experience?
 - **Opportunities:** Who can I ask for help and support? Who do I know with expertise in this type of enterprise? What strengths can I turn into opportunities? What skills, talents and abilities can I develop?
 - **Threats:** What are three things that could go wrong with this plan?
3. After allowing participants to work on the SWOT test for their business ideas, ask them what they learned about their ideas. How would they evaluate their ideas now after assessing their strengths, weaknesses, opportunities and threats? What can they change in order to make their ideas better?
4. Remind participants that during the SWOT test, they identified who they can reach out to for help and support (with regards to financial support, advice and expertise in entrepreneurship).
5. If there is time, carry out a role-playing activity. First, have them identify who they can approach, and second, have them prepare how they can approach this person and decide how they will present themselves and what they will say. Have them act this out with you.

BUSINESS PLAN

1. Begin by explaining that developing a business plan consists of 6 components. Participants will have a chance to explore these components and the concept of business-planning throughout their training sessions. They will have already covered some of the sub-components of a business plan during the Entrepreneurship sessions, but the more practice and assistance the better.
2. Present the 6 components of a business plan and have them review each.

BUSINESS PLAN COMPONENTS

INTRODUCTION	This section gives the name of the business, its location, a description of its products or services, and a slogan referring to what the business offers.
AIMS AND OBJECTIVES	This is an outline of what the business aims to achieve in both the short- and long-term. The business objectives must be described in a measurable way.
PEOPLE	This section provides information about the key people running the business, their qualifications, business skills and experience.
MARKETING	This section shows the gap in the market that the business intends to fill, details of the market research that has been conducted, and the market research results. It also describes the potential customers of the business (for example, their age, gender, location, and the price they are prepared to pay). The marketing plan should also include information about what makes this product or service unique, and details of any promotion and selling techniques that will be used.
FINANCE	This section describes the amount of money required to run the business, as well as the source it will come from, and predictions about sales and generated income.
PRODUCTION	This should show how the goods or services will be created; the materials, time and skills needed; and the expected levels of production.

3. Using their business idea, have them try to apply on paper each part of this business plan to the Business Plan Template. Just a few sentences for each at this point is okay.
4. After looking, at least briefly, at each part and trying to apply it, ask participants which parts of the business plan they found easiest and most difficult to develop. Why did they find these parts easy/difficult? See if you can provide them with more assistance on these parts.
5. Remind them that the business plan will require continuous updating, to allow for further research into the details of each component in order to successfully apply for funding or translate their idea into action.

1 | Career Fair



OVERALL OUTCOME

Participants get some hands-on experience as job hunters by looking at the job market and engaging with local employers.



LESSON OBJECTIVES

By the end of the session, participants will:

1. Increased awareness of career opportunities
2. Know how to present their professional side to potential employers



MATERIALS

- Tables
- Chairs
- Flipcharts
- Markers
- Pens
- Paper
- Refreshments



KEY WORDS

- Jobs
- Career
- Networking
- Experience



INFORMATION FOR THE FACILITATOR

The career fair should encourage participants to think not just about what career they may be interested in, but also the importance of education in obtaining a job. The idea is that the local employers/experts who are contributing to the career fair engage with participants and explain the educational choices and types of work they undertook to get to where they are now.

As a career fair requires a great deal of preparation and external support, you should begin the planning phase well in advance. It is also important to rely on resourceful community members.



GETTING STARTED: HOW TO PREPARE

1. Before starting to organise the logistics of the career fair, it may be helpful to put together a planning or organization team to assist with all necessary preparations.
2. The first thing you will need to do is coordinate all details and logistics. Specifically, date, time and location should be decided, approved and shared with anyone involved.
3. Decide on the date as early as possible in order to give participants, staff, and local attendees as much notice as possible.
4. The location should be determined and reserved well in advance (about 3 months ahead of time).
5. Once the event details have been decided, shared and finalized, you will need to recruit local businesses to participate. Try to invite a mix of organizations in the community. Perhaps career counsellors from the community may also be interested in participating, or family members of participants may wish to attend and speak about their own careers. Ideally, you and the organization team will have several different businesses attend to speak about employment in their organization/field and provide information on the recruitment process, type of work available, the skills needed to be employable in that field, and so on.
6. Be sure to reach out to businesses ahead of time and map out logistics with them (what time to arrive, where to park). As you receive their confirmation, determine what equipment or materials they may need for the day. It is advisable to do this about 1-2 months before the proposed date.
7. As guest speakers confirm their attendance, create and finalize the agenda for the day.
8. Make sure the agenda highlights who is attending and what organization they represent.
9. Identify if there are related costs (venue, refreshments, materials needed for the day) and determine how these will be covered within your budget.
10. Decide how many tables/booths there will be at the fair.
11. Arrange for any materials needed for that day (i.e. tables, chairs, banners/signs, flipcharts, markers).
12. Inform participants to come prepared with questions to ask the experts about employment, getting started in the field, finding their ideal job, discovering work that interests them, the educational path they took, previous job experience, recommendations/advice for someone entering their work field, and so on.
13. If you have the time and materials, you may also want to create promotional signs for the event so people in the community know about the career fair.
14. Send a reminder to all experts and businesses a few weeks before the event reminding them of the time and date.
15. Set up the tables, booths and equipment at the venue the day before the career fair. Prepare all refreshments and snacks the day before or on the morning of the event.



RUNNING THE CAREER FAIR: INSTRUCTIONS FOR THE DAY OF THE CAREER FAIR

1. Make any last-minute arrangements in the morning before getting started (arranging tables, refreshments, etc.).
2. Start by explaining to the participants how the day's activity will work. Explain that it will be a full day of interacting with different employers and experts in the community. They will have the chance to visit the various booths/tables at which the employers will be based. This will give them the opportunity to ask any questions and find out more about employment.
3. Participants should be made aware that this is not any sort of guarantee for job placement or internships unless you have any special agreements with businesses attending.
4. Begin by introducing all of the career experts/local employers in attendance that day.
5. If you are able to print out enough copies, distribute the agenda to all participants so they know which types of business are in attendance. You should also distribute pens and paper so that participants can take notes at each table/booth they go to.

6. Review questions with participants before beginning the fair (see below for a list of typical questions to ask in a career fair)

QUESTIONS TO ASK DURING A CAREER FAIR

- What does your organization do?
- What is your favourite part about working at your organization? What is your least favourite?
- What is the biggest challenge of working at your organization?
- How would you describe a typical day in your organization/in your position?
- Why did you choose to work there?
- What qualities is your organization looking for in an employee?
- What kind of work experience/educational background is needed for a job in your organization?
- What type of work can I do in your organization?
- How can I get in touch?

7. Welcome everyone and introduce the guests/local employers in attendance.
8. During the career fair, walk around to see how the participants are doing, and assist as needed. Encourage them to ask as many questions as possible.



FOLLOWING UP: AFTER THE CAREER FAIR

1. After the career fair, host a group discussion with participants.
2. Ask them what they learned about employment from speaking with local employers.
3. Have participants discuss what they think their next steps should be, in terms of education and seeking their desired employment.