

Youth Well-being and Learning to Earning Journey Workshop Template



Overview: An introduction to the Youth Well-being and Learning to Earning Journey Workshop Template

What role does well-being play in young people's experiences when they transition from school to work? At IREX, we set out to answer this question alongside youth researchers using the **Youth Well-being and Learning to Earning Journey Workshop Template** as a research tool to produce the report: ["Promoting Youth Well-Being Along Their Learning to Earning Journeys"](#)

This workshop template is designed to support teams in achieving their goals around promoting well-being and youth employment. It can be customized to align with the specific needs of your stakeholders and fit within your available time. Components—such as slides or activities—can be added, removed, or adapted to ensure relevance and clarity.

The original structure is intended for 2.5 to 3.5 hours, with groups of 8-10 participants, but it can be modified. Sections can also be repurposed into shorter, focused modules of 1-2 hours as needed.

If you draw on or adapt this template, please credit IREX. For any questions or to request MEL surveys, the facilitator script, the data collection memo template, or technical assistance in customizing the Youth Well-being and Employment Workshop for your program, please contact:

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Workshop Objectives for Participants

Participants will be able to...

- Explain the interconnection between youth well-being and L2E journey
 - Relate and connect their well-being challenges to their peers' experiences and to broader global trends
- Identify factors that negatively and positively influence their well-being along their L2E journey
 - Describe how their intersectional identities influence their well-being along their L2E journey
 - Describe how external and environmental factors influence their well-being along their L2E journey
- Apply new strategies to support their well-being along the L2E journey
 - Identify well-being support systems that are available to them in their community
 - Develop a detailed map of available and accessible community support outlets
 - Develop a personal resilience plan that includes applying self-care strategies during their L2E journey

Workshop Objectives for Facilitators

Facilitators will be able to...

- Facilitators will develop the skills to facilitate discussions on sensitive topics, creating safe and brave spaces where young participants feel comfortable to share and engage in meaningful dialogue.
- Facilitators will gain a deeper understanding of the well-being and employment needs and challenges of young people within their community.
- Facilitators will strengthen their researcher skills through data collection, analysis, and dissemination.
- Facilitators will build additional knowledge and experience related to data-based decision making and dissemination.
- Facilitators will gain additional experience and knowledge surrounding youth advocacy and collaboration with local stakeholders.

Activities Agenda

- **Understanding the Transition:** Participants will be introduced to the learning to earning journey, discuss mental health statistics, and reflect on why youth well-being matters.
- **Exploring Well-being Factors:** Participants will reflect about what increases and decreases their well-being.
- **Social Identity and Its Impact:** Participants will explore how their identities affect their well-being and journey from learning to earning.
- **Environmental Influences:** Participants will discuss how external factors and contexts can impact youth well-being.
- **Community Support Systems:** Participants will explore and identify different levels of support that may be available to them within their community.
- **Domains of Self Care:** Participants will learn about the 6 different domains of self-care.
- **Personal Resiliency Plan:** Participants will apply learnings from prior activity and design their own personal resiliency plan with self-care strategies.
- **Personal Journey Mapping:** Participants will draw their own personal learning to earning journey reflecting on the factors that increased and decreased their well-being throughout their journey.
- **Journey Visuals:** Participants will unlearn false narratives and celebrate young people's authentic paths to employment and see that their complex, difficult, dynamic, unique, fluid journeys are valid.

Preparation to Adapt this Workshop to your Context

As you think about your prospective workshop implementation context, we recommend you consider:

- Customizing the images, fonts, colors, and diagrams to seamlessly integrate with your cultural context.
- Adjusting the language and terminology to suit your project's unique requirements and effectively engage your target audience. If translating this workshop into your local language, carefully select wording for terms and concepts to ensure clarity and relevance.
- Dedicating ample time in the opening section of the workshop to establish group norms. This involves reaching a consensus on guidelines, including confidentiality, audio recording usage, and practicing non-judgment, fostering an environment where participants feel at ease answering questions and actively participating.
- Being mindful of the cultural context, recognizing that participants may vary in their comfort levels with sharing opening or providing constructive feedback, particularly if power dynamics are present. As a result, it may be necessary to adapt the suggested questions and their delivery to prevent defensiveness or silence.

Resources for Facilitation

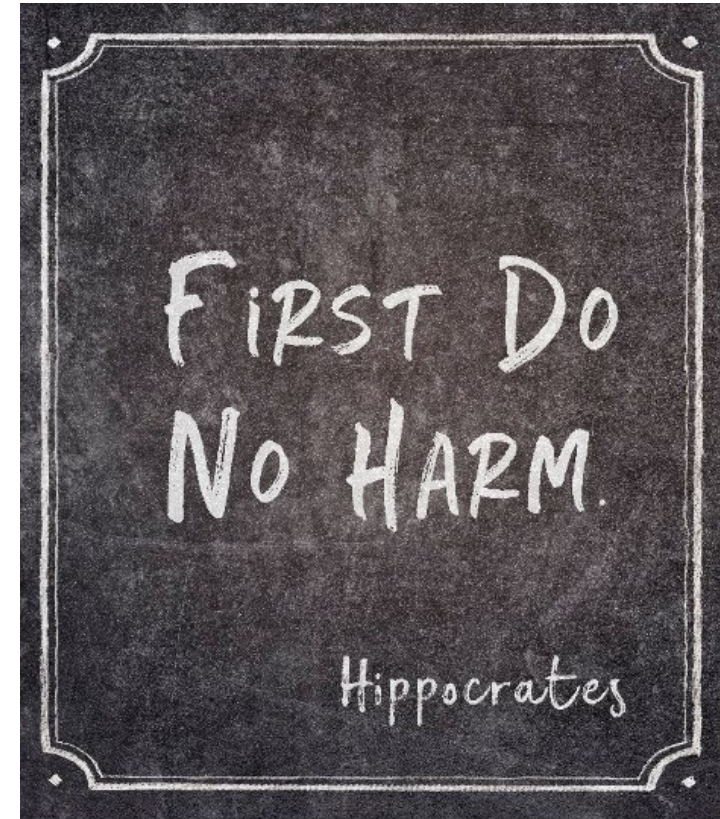
- Do no harm protocols
- Creating brave spaces
- Workshop facilitation tips and ground rules
- Interrupting biases
- Mental health first aid
- How to respond to difficult conversations

Do No Harm

It is important to take **proactive steps** to mitigate unintended consequences.

Do No (More) Harm Protocols:

- **Safe and brave spaces**
- **Inclusion**
- **Center Dignity**
- **Practice informed consent**
- **Protect confidentiality**
- **Person Centered**



Creating Brave Spaces

Safety

Ensure physical and emotional safety

Ex: People feel included (signage, language used, accessibility), mechanisms to keep people safe and accountable (anonymous reporting, access to resources)

Trust

Be honest and transparent

Follow through with your word

Communicate boundaries/limitations

Person Centered- let them have a voice and choice in what action steps or follow up looks like.

Creating Brave Spaces

- Develop community ground rules that you reiterate every time and let the group come up with them together (ASK: examples of ground rules? Lean in/lean out, confidentiality, no phones, etc.)
- Build trust, take time to get to know one another
- Be inclusive, make sure the space feels welcoming and nonthreatening or judgements
- Be aware of the physical space and try to make it feel welcoming and safe (ex. Comfortable seating, snacks or drinks, etc.)- helping someone meet their basic needs is essential to building trust and safety
- NEVER force someone to share if they do not want to. All sharing must be fully consensual, and they group must know that they can stop at any point
- Consider the cultural context you are in. Lilia shared with me that in Tunisia, there is a lot of stigma around having mental health issues. Part of creating a safe space is to help destigmatize struggling with mental health issues- reminding everyone it is normal and very common, and it does not discriminate- people from all backgrounds can struggle.



General Workshop Facilitation

A **workshop** is just like a talk show but in private.

You are the host of a talk show – **the Facilitator**

A facilitator is responsible for **four** main things:

1. Setting and maintaining the "Ground rules."
2. Making sure everyone has a chance to participate.
3. Creating a safe and trusting atmosphere.
4. Listening and asking questions.



General Workshop Facilitation: Ground Rules

- Please wait your turn to speak – everyone will have a chance to speak
- There are no right or wrong answers
- Be willing to share your ideas and experiences with others, even though you may feel your ideas are different.
- Ask questions if you are unsure about anything
- No side conversations; No use of cell phones
- Be respectful
- Everything shared is confidential – please don't tell people outside the group what you learn today
- Give each other the benefit of the doubt.

General Workshop Facilitation – Increasing Participation

Objective – facts, data, senses

- What was your experience?
- What ideas/people caught your attention?
- What tactile sensations do you recall?
- What words jumped out at you?

Reflective - reactions, feelings

- How did this experience affect you?
Were you surprised / concerned/ worried?
- What was the highlight / low point for you?
- How did the group react?



Decisional – resolution, conclusion, closure


- Has this experience changed you in anyway?
- What would you say to people who were not there?
- What will you do differently because of the experience?

Interpretive - meaning, values, implications

- What was your key insight?
- What have you learned from this experience?
- What was the most meaningful aspect of this activity?
- What can you conclude from this experience?

General Workshop Facilitation

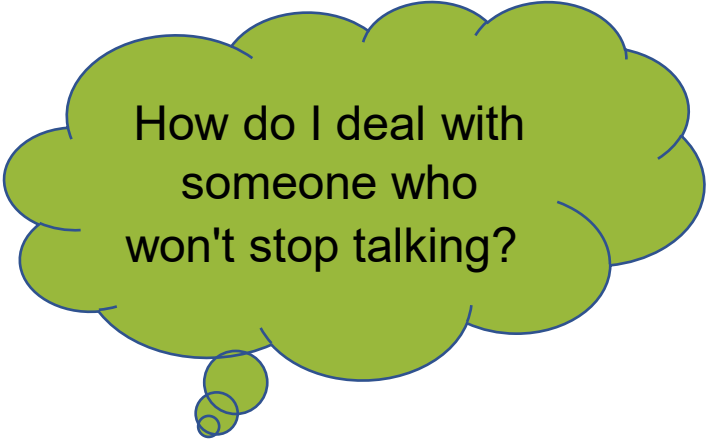
Focusing a Discussion
Managing Dominant and
Disruptive Behavior



What if everyone
speaks at one or
cross-talks?



What if no one wants
to speak?



How do I deal with
someone who
won't stop talking?

- Put an object – a book, stick, a rock – in the center of the group. Explain that only the person holding the rock can speak. When finished speaking, the object is returned to the center for another speaker's turn to speak.
- Ask an open-ended questions: "What do you think about _____." " Think back to when _____."
- "This is an interesting point, perhaps others would like to build on it."
- "I'd like to hear the group's reaction to what you said."

Interrupting Biases

Think about your community and the biases about well-being and L2E that adults and youth hold....

- Long-term unemployed
- Gig worker
- Informal worker
- Self-employed
- Entrepreneur
- Formally employed
- Poor mental well-being

- What biases (positive or negative) do you have about the people with these labels?
- How might you handle this in your Workshop?

Mental Health First Aid (MFHA)

- **APPROACH**, assess for risk of self-harm and assist
- **LISTEN** non-judgmentally
- **GIVE** reassurance and information
- **ENCOURAGE** appropriate professional help
- **ENCOURAGE** self-help & other support strategies



Difficult conversations – how do you respond?

- Active Listening: be attentive, let them finish their thoughts, be attuned to feelings, summarize to make sure you understand
- Validate Feelings: avoid phrases like "don't worry" or "it's not that bad" because it is dismissive and invalidating. You don't have to understand their emotion to acknowledge and affirm their feeling as valid.
- Pay attention to non-verbal signals: what messages can our body language send? Eye contact, crossed arms, nodding your head, facial expressions, level of engagement, etc.
- Be empathetic: be open and curious, ask open ended questions. Withhold judgement, be understanding.
- Be encouraging: "Thank you for sharing that."
- Remain impartial. As the facilitator, don't take a position if there is a debate.

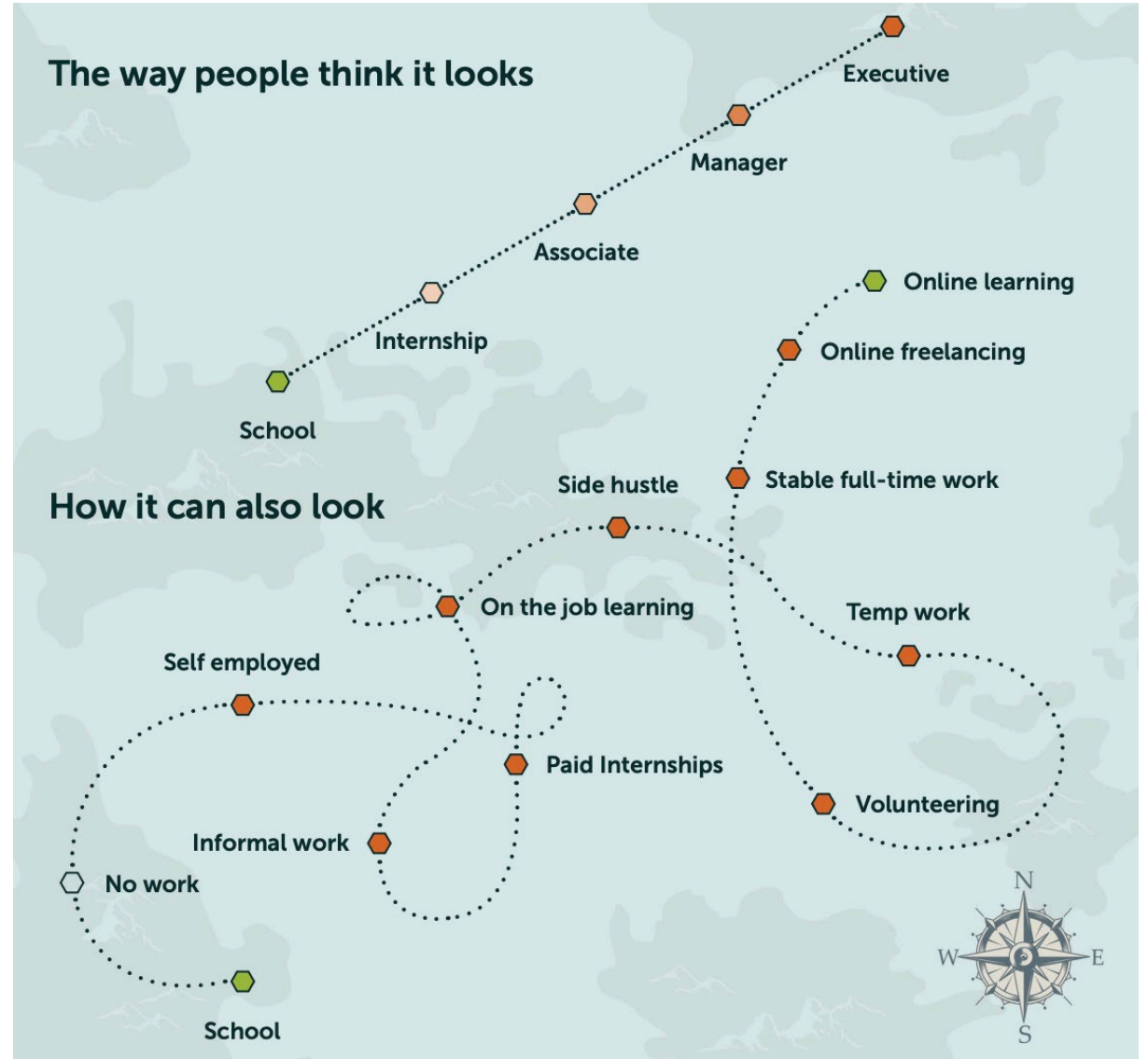


Youth Well-being and Learning to Earning Journey Workshop Template

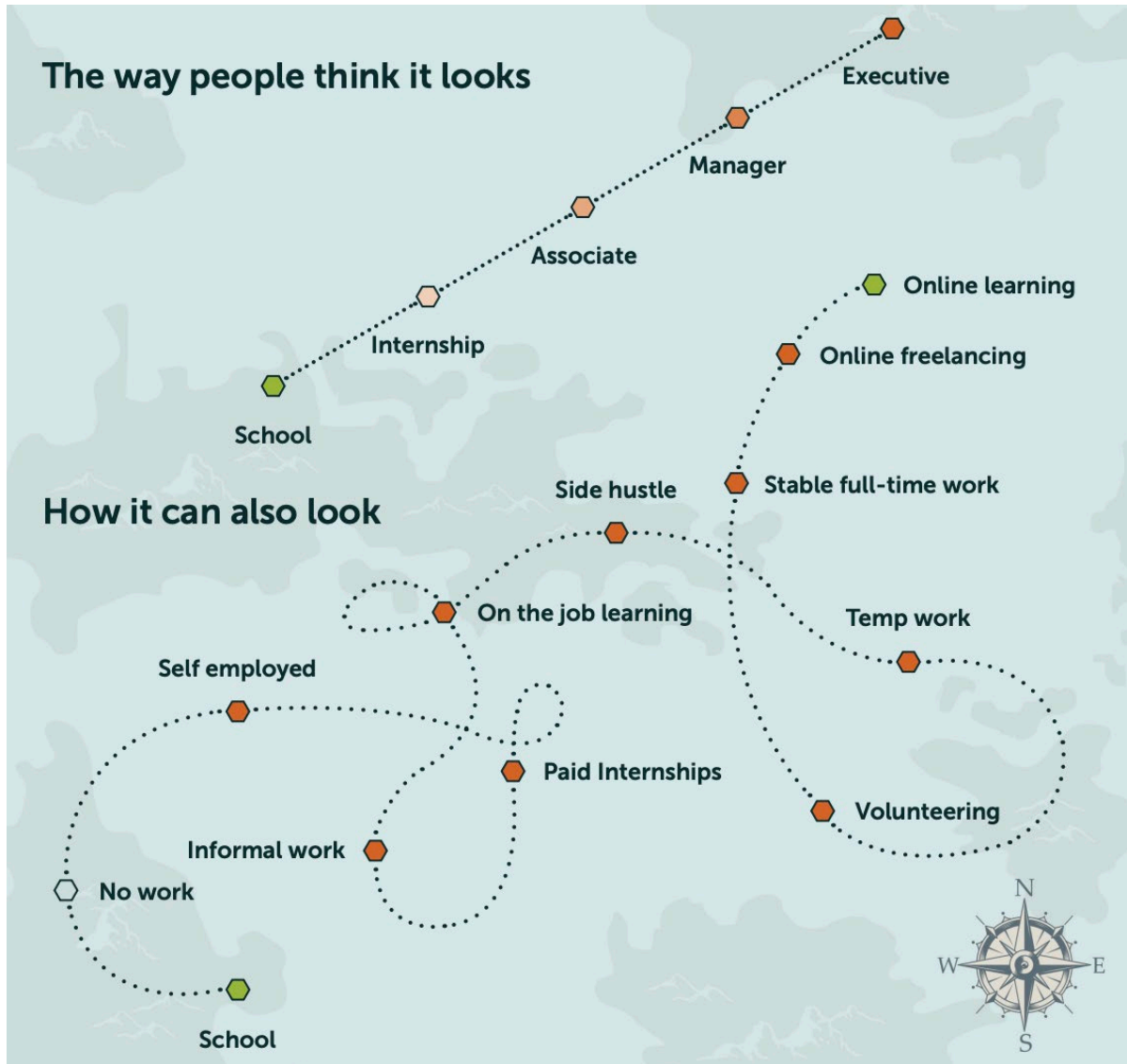


What differences do you see between these two journeys?

Which one is more similar to your own experiences?



What is the Learning to Earning (L2E) journey?



The transition from school to work or "learning to earning" journey most youth experience is **a winding path**, not the seamless transition that many are led to expect.

For most young people worldwide, this transition has become **longer, harder, and less certain**.

Youth transitions into work have a defining and outsized **impact on lifelong employability, well-being, economic and social contribution**.⁽¹⁾

- "For most people, it's not as direct in Kenya. If you've gone through the 8-4-4 system, you go through the journey, finish campus and realize what you've studied might not give you a job. Those who are lucky might have a linear transition. "

- Kenyan Youth

What influences your well-being and L2E journey?

Think about the global, national and local economy.....

"...The promise of full-time formal employment, a priority goal for most program and policy models, has become increasingly unreliable and unattainable for large swaths of youth populations who experience informality or inactivity."
(IREX 2022)

Good Jobs, by Major Region

% OF THE POPULATION WORKING FULL TIME FOR AN EMPLOYER

REGION	
Northern America	42%
Europe	38%
Former Soviet States	37%
Asia	29%
Latin America and the Caribbean	24%
Middle East and North Africa	24%
Sub-Saharan Africa	14%

BASED ON GALLUP WORLD POLL, 2018

Full results for all countries are available at the back of the report.

How does L2E influence youth well-being?

The L2E journey may exact a toll on our well-being as youth.

If a young person, struggles to achieve the singular path to success (formal work), we might feel frustration, shame, and disillusionment, derailing emotions that might affect our long-term employability and social progress, even causing some youth to pursue destructive or violent paths.

Well-being describes the state where we thrive.

Positive Youth Development Dimensions of Well-being



Personal Well-being



Interpersonal Well-being



Skills and Knowledge

What do we know about youth well-being?

+50%

of young people will have experienced at least one period of mental ill-health by the age of 25 ⁽²⁾

"The numbers point to some sort of systemic failures, especially in environments where favoritism is rampant, corporate politics, and discrimination which means we need to create more awareness for mental health."

- **Kenyan Youth**

15%

of working-age adults have a mental disorder at any point in time. ⁽³⁾

"As you approach the age of 25 you are trying to be independent and when things don't work out you lose focus and resort to drug abuse or even suicide."

- **Malawian Youth**

75%

of mental disorders onset before the age of 25. ⁽²⁾

Why is youth well-being important?

“Poor working environments – including discrimination and inequality, excessive workloads, low job control and job insecurity – pose a risk to mental health.” ⁽⁶⁾

“Young people who stopped working exhibit the highest risk of anxiety and depression.” ⁽⁷⁾

"Dissatisfaction and insecurity at work are linked to low self-esteem and depression. Some research suggests that it can be as detrimental as unemployment." ⁽⁸⁾

"Some of the problems you pass through, you end up walking around absent minded, the bikers can ring the warning bell, but you can't even hear it, and people may even ask "is he mad?" You are like a moving zombie."
- **Malawian Youth**

Instructions

- The **goal** of this activity is to collect data on the factors that increase and decrease youth well-being, using the metaphor of a cup. A full cup is full of well-being. An empty cup is mental illness, struggle, etc.
- **Materials needed:** Chart paper, pens, cup, and pitcher of water

Facilitation tips:

- Ask participants to stand up in a circle and ask them to fill and/or pour out water from the cup as they talk about examples of factors that fill and/or drain or empty their cup and explain their answers. Invite participants to share their ideas by going around in a circle.
- *Questions that you can ask to prompt responses from the participants are:*
 - “Why is this something that increases your well-being?”
 - “Why is this something that decreases it?”
 - “On the day-to-day what do you do to fill your cup? Or that might drain or empty your cup?”
 - “When a critical or really challenging moment happens, what do you do to fill your cup? Or that might drain or empty your cup?”
- Record their responses on the T-Table (example in next slide), ensuring it is visible to participants during the activity.
- *If facilitated virtually:* The facilitator can fill in a T-Table on their shared screen while participants speak.

What influences our well-being and L2E journey?



*You can't
pour from
an empty cup*



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Increase your well-being



Decrease/Drain your well-being

Instructions

- The **goal** of this activity is for participants to brainstorm ways in which their social identities influences (either positively or negatively) their well-being and learning to earning journeys
- **Materials needed:** Prior to this activity, prepare a blank sheet of chart paper with the title “Identity.” Ensure the chart paper is visible to the group while writing down their responses.

Facilitation tips:

- The facilitator should share a personal example of how his/her/their identity can be connected to the struggles/challenges faced as well as how his/her/their identity was beneficial and/or removed barriers along their L2E journey.
- *Questions that you can ask to prompt responses from the participants are:*
 - “What comes to mind when we think about identity factors that might influence your well-being and L2E journey?”
 - “In what ways do these parts of your identity affect your well-being and L2E journey?”
- Invite participants to call out their answers or respond one-by-one in a circle and write down their responses on the chart paper.
- *If facilitated virtually:* The facilitator can record the different identities mentioned by participants on a document displayed on their shared screen while participants speak.

What influences your well-being and L2E journey?

Part 1

Identity: the ways that we see ourselves in the world as well as the ways others see us in the world

What comes to mind when we think about identity factors that might influence your well-being and L2E journey?

In what ways do these parts of your identity affect your well-being and L2E journey?



Improve/Increase
your well-being



Diminish/Decrease
your well-being

Instructions

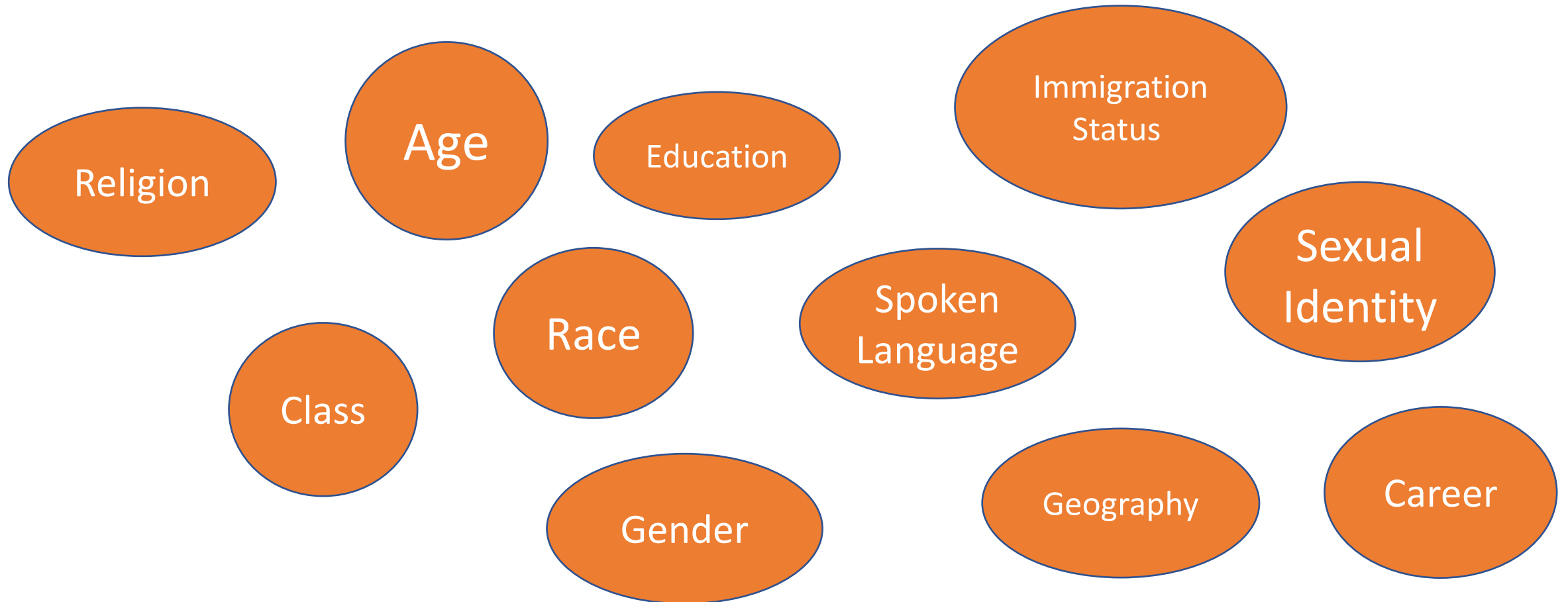
- The **goal** of this activity is for participants to learn and reflect on how different aspects of their identities can intersect and expose them to overlapping forms of discrimination and marginalization, and/or to unique opportunities.

Facilitation tips:

- Refer participants to the visual in their handout (see image on next slide) and have them read what is on the image to themselves. You will use the same identity chart from the part 1 activity to record responses.
- *Questions that you can ask to prompt responses from the participants are:*
 - "Are there any other identity factors you would add that are not considered here or our previous brainstorm?"
 - "What are some examples of intersectionality? How does this intersection impact discrimination or their advantages/lack of advantages?"
- Invite participants to call out answers or go one-by-one in a circle. Record answers.
- *If facilitated virtually:* The facilitator can record the different responses mentioned by participants on a document displayed on their shared screen while participants speak.

What influences your well-being and L2E journey? Part 2

Identity



Instructions

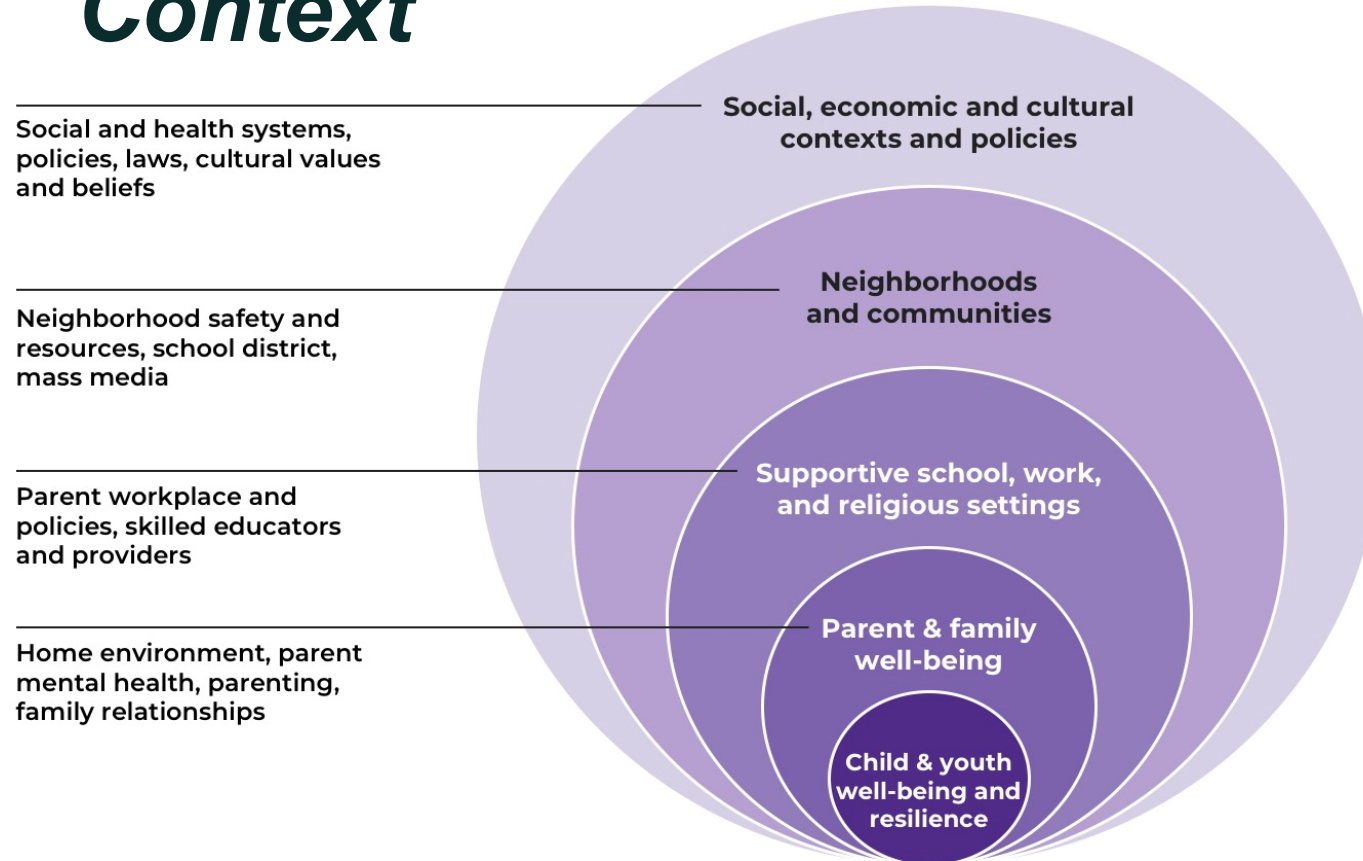
- The **goal** of this activity is to discuss how environmental factors and contexts can impact youth well-being.
- **Materials needed:** Image displayed on the next slide, projected and/or printed on a participant handout.

Facilitation tips:

- Refer participants to the visual in their handout and/or on the slide (see image on next slide) and read out loud some of the categories and factors in each of the circles to familiarize participants with the different environmental factors
- *Questions that you can ask to prompt responses from the participants are:*
 - “What are the environmental factors that influence your well-being and L2E journeys?”
 - “How do they increase and decrease your well-being?”
- Ask for specific answers to the questions. Invite participants to call out answers or go one-by-one in a circle. Record answers.
- *If facilitated virtually:* The facilitator can record the different responses mentioned by participants on a document displayed on their shared screen while participants speak.

What influences your well-being and L2E journey?

Context



"Mental health issues are not merely personal issues but have a social impact too. Systems and structures influence the mental health of a person. It is a political issue and requires community effort."

- **Indian youth advocate**



Improve your well-being

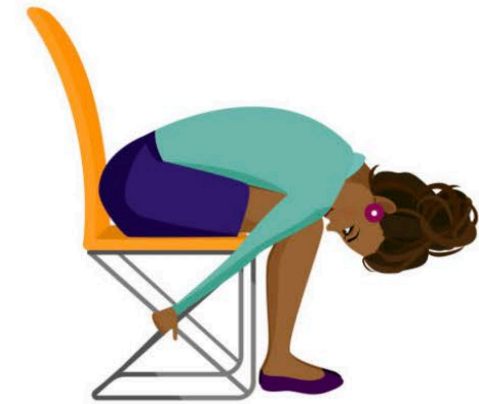


Diminish/Decrease your well-being

Suggested workshop well-being break

1) Movement Break.

- Stand up (or sit up straight and on the edge of your chair, if possible).
- Shake your arms and hands.
- Shake each leg, one by one.
- Roll your shoulders up and back.
- Roll your shoulders up and forward.
- Look left and, then, look right.
- Roll your neck from side to side, and then in small circles.
- Stretch up and back.
- Bend forward and touch your knees or toes.
- Shake out everything (your whole body) once more.
- Return to your seat (or relax if seated).



How do you feel now?

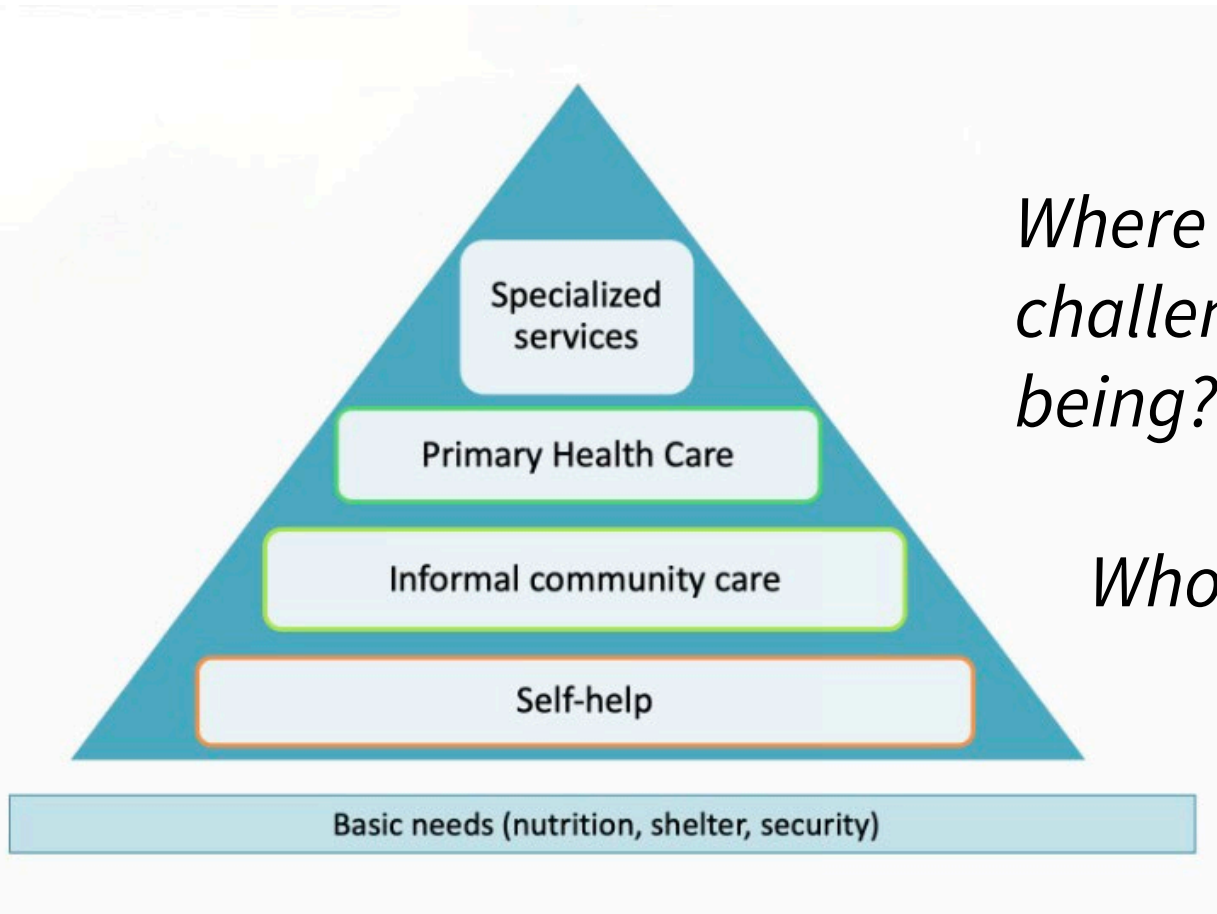
Instructions

- The **goal** of this activity is for participants to explore and identify different levels of support that may be available to them within their community. This reflection, can help participants be more consciously aware of their own well-being support systems—supporting their agency in activating these along their L2E journeys. It also serves as an opportunity to share with others their experiences, promoting peer-to-peer learning, resource sharing, and networking opportunities.
- **Materials needed:** Image displayed on the next slide projected and/or printed on a participant handout.

Facilitation tips:

- Have participants refer to the triangle diagram for the next activity (see image in next slide projected or printed in a participant handout).
- *Questions that you can ask to prompt responses from the participants are:*
 - "Can you think of examples at each level?"
 - "Are there some of these supports in your context that aren't always easy to find and/or accessible?"
- Invite participants to share out responses or go one-by-one in a circle. Record their responses.
- *If facilitated virtually:* The facilitator can record the different responses mentioned by participants on a document displayed on their shared screen while participants speak.

Where/How do we re-fill our cups?



Where do you go when you experience a challenge that negatively impacts your well-being?

Who? What? When? Where? How?

Instructions

- The **goal** of this activity is for participants to dive deeper into where they get support for their well-being. This reflection, can help participants be more consciously aware of their own well-being support systems—supporting their agency in activating these along their L2E journeys. It also serves as an opportunity to share with others their experiences, promoting peer-to-peer learning, resource sharing, and networking opportunities.
- **Materials needed:** Ball of yarn.

Facilitation tips:

- Provide a ball of yarn and have participants stand up and form a circle. Read each question passing the ball of yarn to each person who speaks. After a participant shares their response to the question, they hold on to a part of the string and pass or toss the ball to the next speaker. By the end of the discussion, the string will form a web of the participants who spoke, which represents a network of support.
- *Questions that you can ask to prompt responses from the participants are:*
 - "Who do you talk to when you are facing a challenge or experiencing a decrease in your well-being? It could be a person or a group such as a youth center, a community organization, etc."
 - "In what ways are you supported? How do you feel because of the support?"
 - "When can you go there? Are there specific times or days this support is available?"
 - "Where is it or they located?"
 - "How do you get there? Do you take transportation? What kind?"
- After the activity, participants will turn to the page in the handout with the template (see slide below). Ask them to take 5 minutes to fill out the table in the handout to document their own support system.
- *If facilitated virtually:* The facilitator can record the different responses mentioned by participants on a document displayed on their shared screen while participants speak. The facilitator can ask participants to complete this activity on a blank piece of paper or a handout they were asked to print ahead of time. Participants can share responses with the facilitator through a scanned or photographed image of the handout shared via email.

How would you design supports for your well-being along your L2E journey?

WHO?	A person, a place or a group such as a youth center, a community group, etc.
WHAT?	What kind of support?
WHEN?	When can you get help? Days of the week, hours of availability.
WHERE?	Where is this located? How far away? Community center, career center...
HOW?	How do you get there?

Instructions

- The **goal** of this activity is for participants to learn about the different domains that contribute to their quality of life.
- **Materials needed:** Image displayed on the next slide projected and/or printed on a participant handout.

Facilitation tips:

- Have participants refer to image for the next activity (see image in next slide projected or printed in a participant handout).
- After reviewing the six distinct domains as a whole group, divide the participants into small groups of three to five individuals. Each group will then have 10 minutes to brainstorm examples for each domain.

Domains of Self Care



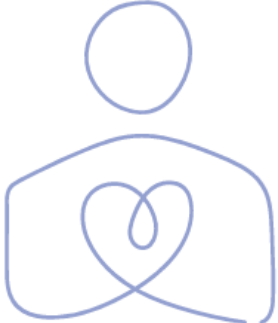
Instructions

- The **goal** of this activity is for participants to design their personal resiliency plan.
- **Materials needed:** Image displayed printed on a participant handout.

Facilitation tips:

- Have participants refer to image printed in a participant handout.
- Participants will spend 10 minutes independently filling out the plan.
- After everyone has completed their individual work, as a full group invite participants to share out 1-2 examples they wrote for each domain. Record their responses.
- *If facilitated virtually:* The facilitator can record the different responses mentioned by participants on a document displayed on their shared screen while participants speak.


Personal Resiliency Plan




My Personal Resiliency Plan

Fill each domain with the ways you can ensure personal wellness and improved quality of life.


PHYSICAL




SOCIAL




EMOTIONAL



INTELLECTUAL



SPIRITUAL



ENVIRONMENTAL



EACH DOMAIN CONTRIBUTES TO OUR OWN SENSE OF WELLNESS AND QUALITY OF LIFE. NEGLECT OF ANY ONE DOMAIN WILL HAVE EFFECTS ON OVERALL WELLNESS.

Instructions

- The **goal** of this activity is for participants draw their own personal learning to earning journey reflecting on the factors that increased and decreased their well-being throughout their journey. This reflection, can help participants be more consciously aware of their own journey and the factors that contribute and detract from their well-being—supporting their agency in improving well-being along their L2E journeys. It also serves as an opportunity to share with others their experiences, promoting peer-to-peer learning and networking opportunities.
- **Materials needed:** Image displayed on the next slide projected and/or printed on a participant handout.

Facilitation tips:

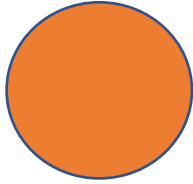
- Ask one participant to share the first few steps of their L2E journey and the factors that increased and decreased their well-being at that time, filling out the first two steps in the L2E journey as an example for how participants can fill it out their own journeys.
- Participants can use the template in their handout or create their own on a blank piece of paper.
- Set a timer for 10 minutes and turn on music (if available). Give participants an update when there is 5 minutes remaining.
- Walk around and support participants if they have questions for how to complete the activity.
- Invite participants to share their completed journey maps with a partner to keep or go one-by-one in a circle time permitting and dependent on group dynamics and how comfortable they might feel sharing with the whole group.
- *If facilitated virtually:* The facilitator can ask participants to complete this activity on a blank piece of paper or a handout they were asked to print ahead of time. Participants can share responses with the facilitator through a scanned or photographed image of the handout shared via email.

What does your personal L2E journey look like?

Your Age: _____

Your Gender: _____

START



Finished

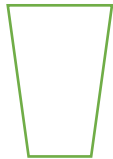


WHERE I AM NOW

Employment status:



Well-being
Status



Factors that
increase(d) my
well-being

Factors that
decrease(d) my
well-being

Instructions

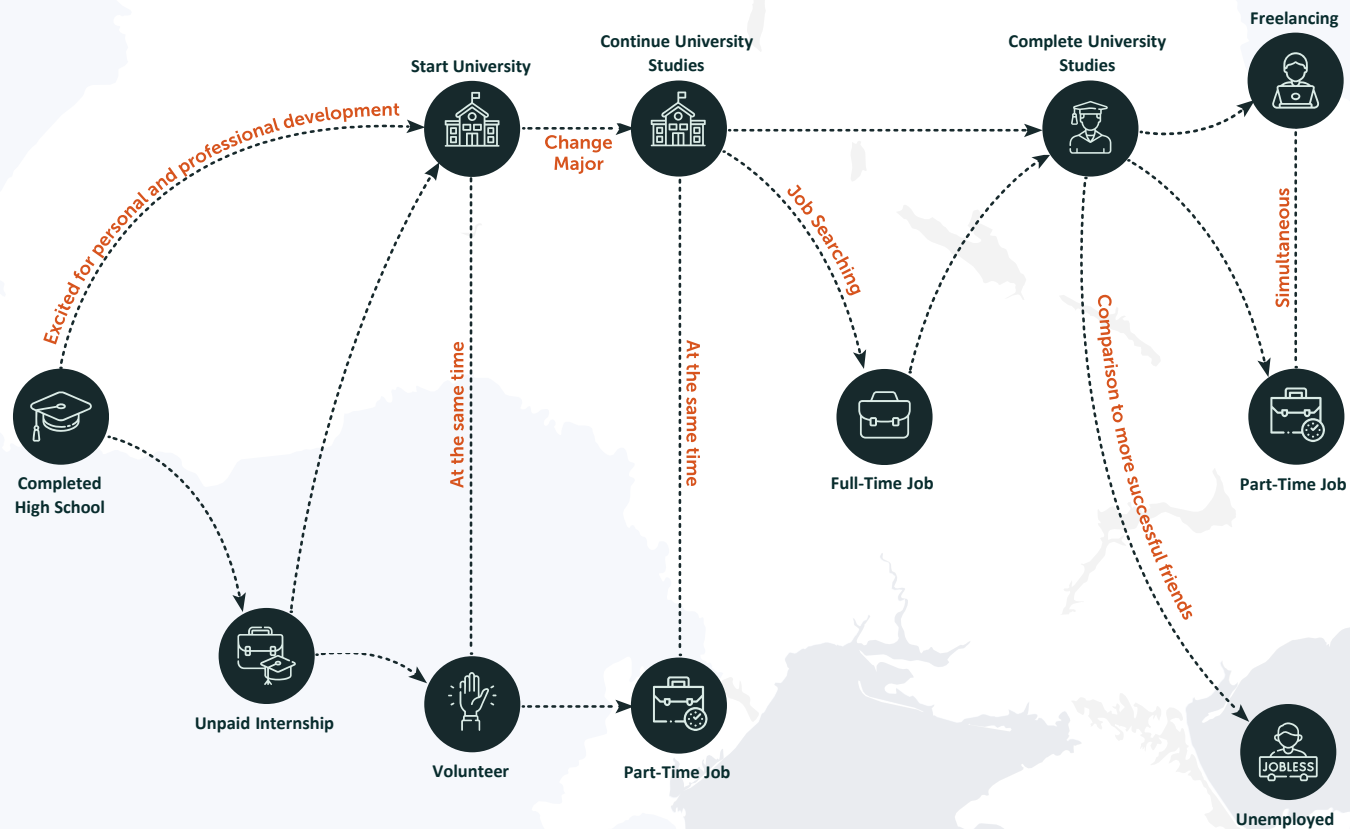
- The **goal** of this activity is to help participants unlearn false narratives and celebrate young people's authentic paths to employment and see that their complex, difficult, dynamic, unique, fluid journeys are valid. This may also support the calibration of youths' expectations with the employment realities of their contexts.
- **Materials needed:** Journey maps (some or all from those provided below).

Facilitation tips:

- Select the journey map(s) that best match the realities of your participants or the context in which you are presenting. Share these journeys on the screen or printed one at a time, prompting for discussion.
- *Questions that you can ask to prompt discussion amongst participants are (adjust depending on your participant audience):*
 - "What stands out to you about this/these journey(s) and/or the journeys of youth in your context?"
 - "What do you see that resonates/relates to your journey and/or the journeys of youth in your context?"
 - "What do you see that differs/diverges from your journey and/or the journeys of youth in your context?"
 - "What are some takeaways for you from this/these journey map(s)?"
- *If facilitated virtually:* The facilitator can record the different responses mentioned by participants on a document displayed on their shared screen while participants speak.



Ukrainian Secondary Education Degree Holders: Well-Being Along their Learning to Earning Journeys



“Even in the university, there are often controversial positions from professors: some of them recommend looking for a job to get some experience, while others always emphasize that we entered university to study, not to work simultaneously and miss lectures.”

UKRAINIAN YOUTH



“I have doubts about myself and the future and feelings of worthlessness. I do not understand own interests, there is a discrepancy between salary and work. I am in a depressive state and face a lot of pressure from people around me.”

UKRAINIAN YOUTH



“The ability to provide for oneself and realize one’s desires increased my well-being, but all day work (24h) and a toxic team led to constant fatigue and apathy.”

UKRAINIAN YOUTH



“When a person has a lot of informal experience in volunteering and internships, that becomes their foundation. They have some skills that can direct them in choosing a future job.”

UKRAINIAN YOUTH



“I have stress due to complex work without contract. It is unstable and I feel have a physical and mental coma.”

UKRAINIAN YOUTH

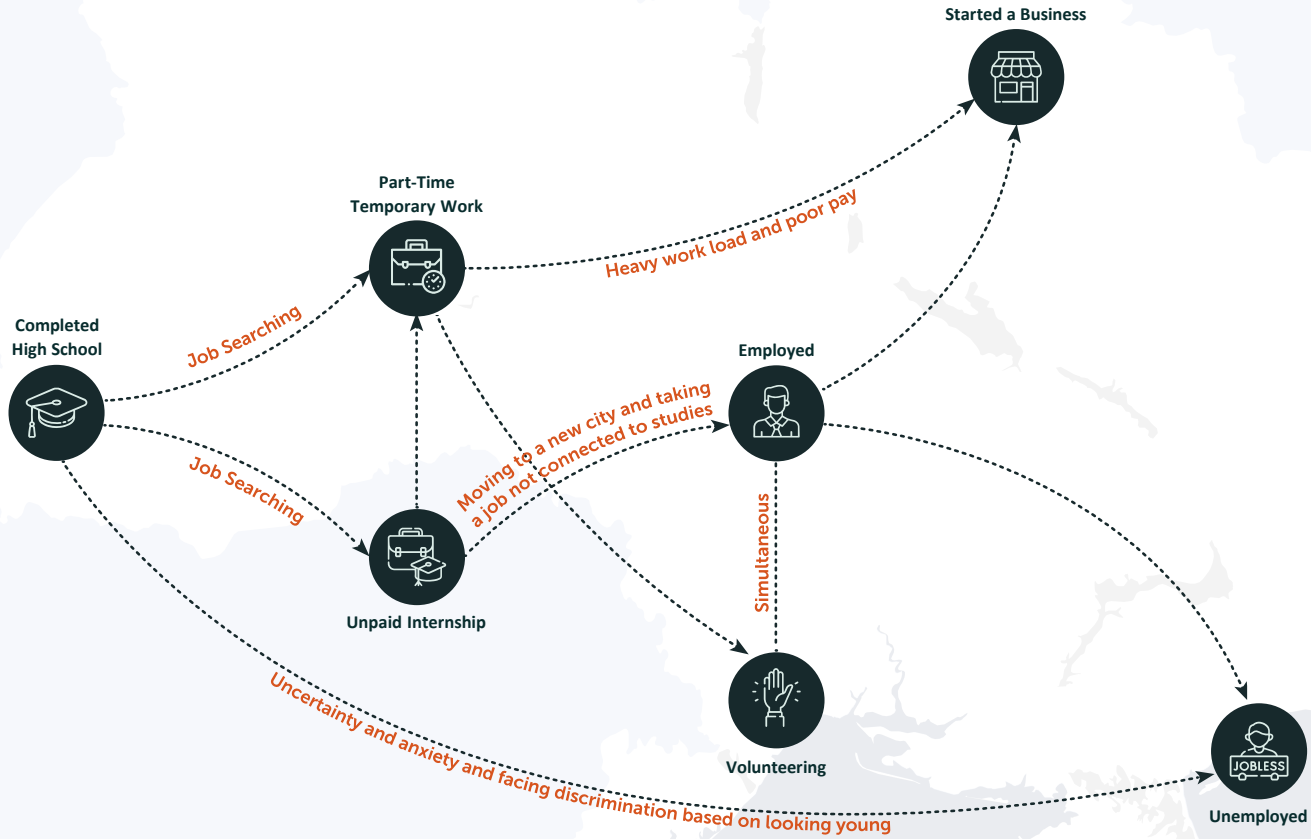


“When a rocket hit my grandmother’s house nearby, it was challenging to be at the interview.”

UKRAINIAN YOUTH



Ukrainian Bachelor's Degree Holders: Well-Being Along their Learning to Earning Journeys



“It has always been essential for me to know that my work has social significance, that my profession helps people. During the war, this feeling and desire intensified. Now I have chosen a career that will benefit my country the most. During the war, I thought about public organizations, the field of medicine, and something related to helping people and the state.”

UKRAINIAN YOUTH



“Working on mistakes, giving sense to each and every day, enjoyment of being present (living here and now) increase my well-being. Homesick, new city and unprofessional approaches from colleagues decreased my well-being.”

UKRAINIAN YOUTH



“After university, you don’t immediately leave with the skills for work, so you still need time after it.”

UKRAINIAN YOUTH



“The war affected the skill set that employers required of workers. At one point, the field where I developed became useless.”

UKRAINIAN YOUTH



“Uncertainty and anxiety and facing discrimination based on looking young”

UKRAINIAN YOUTH



Kenyan Certificate Holders: Well-Being Along their Learning to Earning Journeys



“I needed to earn money immediately after graduation so I started a side hustle. Yet society and friends looked down on me for this informal work.”

25 YEAR OLD KENYAN FEMALE



“It is hard to get even internships and if you do get them, they are mostly unpaid but if they are paid it is low, have heavy workload, and a poor work environment .”

27 YEAR OLD KENYAN MALE



“I was denied a job in the beauty space because of my disability, I was told I could not be able to attend to customer.”

21 YEAR OLD KENYAN FEMALE



“I am employed and have good coworkers, but am working in something I did not study.”

32 YEAR OLD KENYAN MALE



“In Kenya it is very challenging to get money for investment in self-employment.”

25 YEAR OLD KENYAN FEMALE

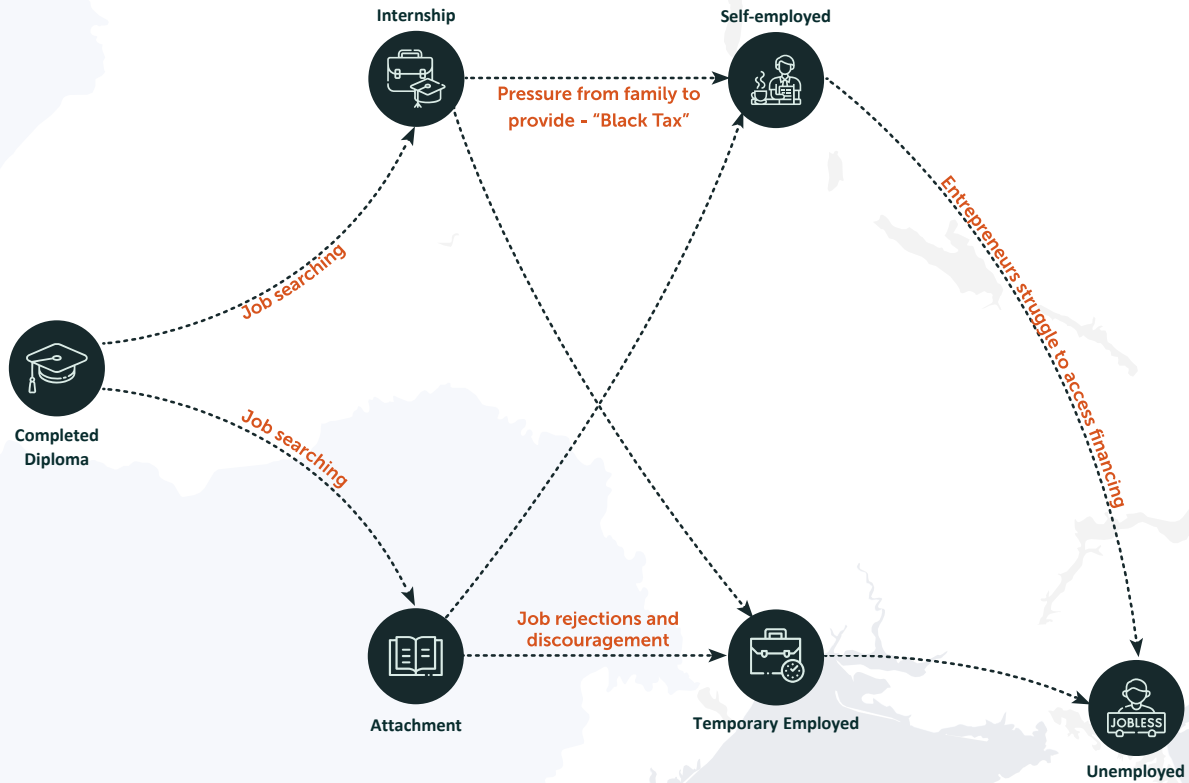


“I have hope, self-confidence, and a community that supports me.”

24 YEAR OLD KENYAN MALE



Kenyan Diploma Holders: Well-Being Along their Learning to Earning Journeys



“I started with hope and positive support from family.”
28 YEAR OLD KENYAN FEMALE



“Mentors on the job market and good colleagues helped me.”
32 YEAR OLD KENYAN MALE



“I was given a lot of duties and discriminated due to my age, but at least I was gaining new experiences.”
23 YEAR OLD KENYAN FEMALE



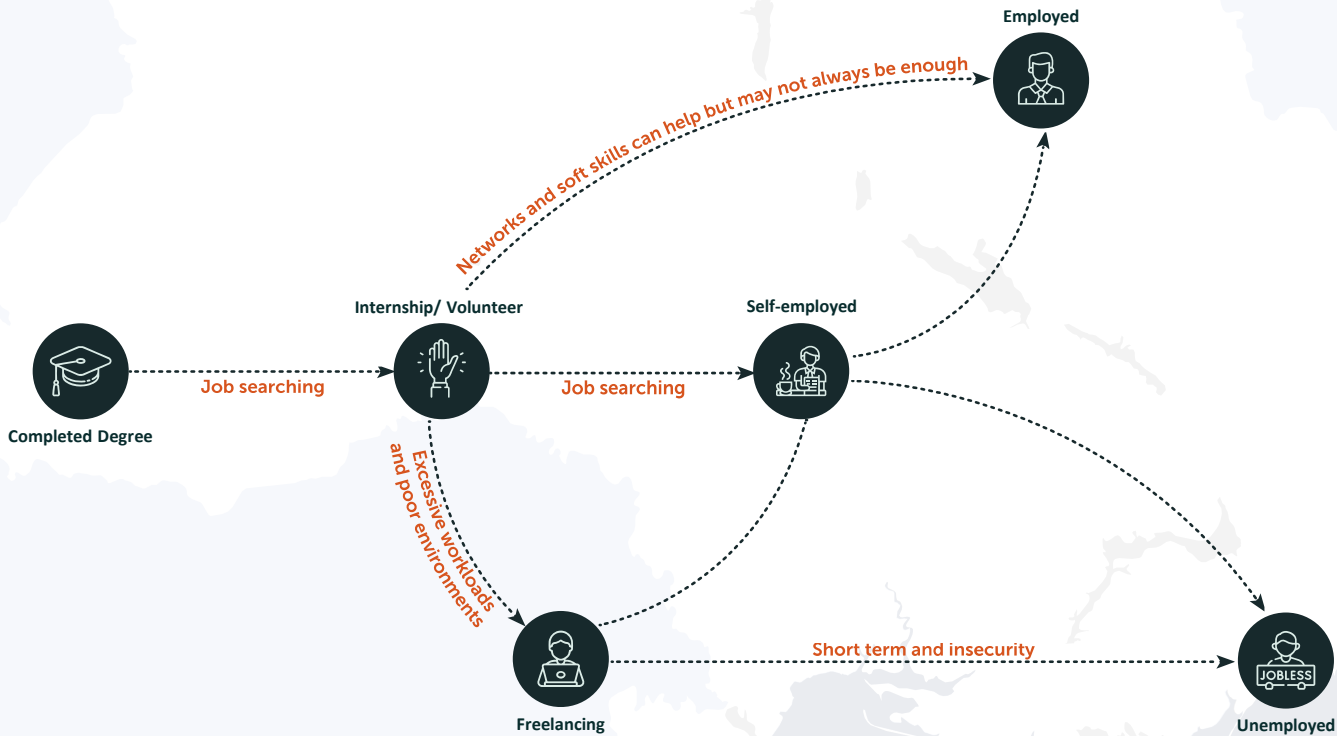
“Old people are not retiring, which stifles job opportunities for younger people.”
27 YEAR OLD KENYAN MALE



“Working under short contracts, job insecurity, and increased workload makes one easily disposable and uncertain about the next paycheck.”
25 YEAR OLD KENYAN FEMALE



Kenyan Bachelor's Degree Holders: Well-Being Along their Learning to Earning Journeys



“When I was almost done with school, some of my classmates had already secured jobs and this greatly discouraged me. Therefore, I wasn’t hopeful and didn’t look for work after school instead I was confused and frustrated.”

26 YEAR OLD KENYAN FEMALE



“Work is so stressful that I do not have a social life anymore. Job is Monday to Sunday. No time to rest.”

28 YEAR OLD KENYAN MALE



“What you study in school doesn’t rhyme with what the job market wants.”

27 YEAR OLD KENYAN FEMALE



“I am grateful to be employed but toxic work environments, poor conditions, and insecurity negatively impact my well-being.”

24 YEAR OLD KENYAN MALE

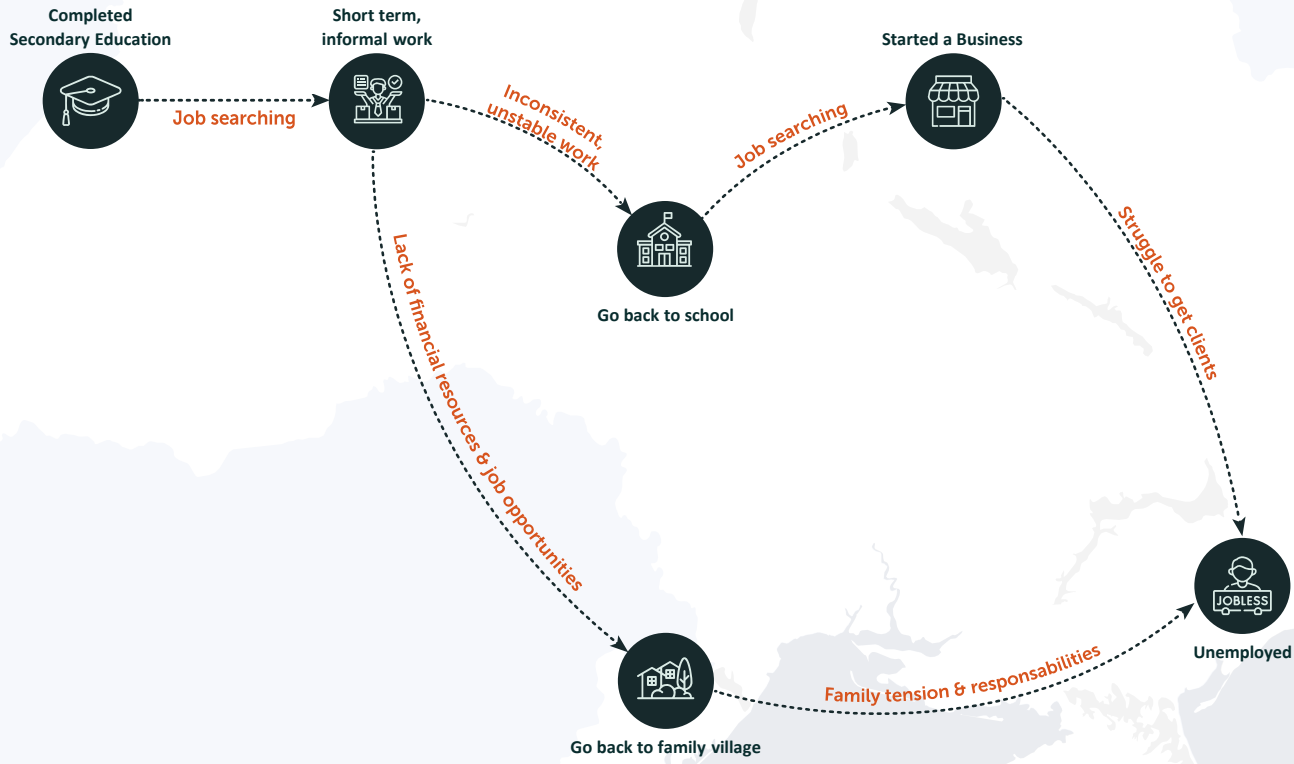


“I was able to maintain my well-being because I had multiple sources of income including online thrifting.”

25 YEAR OLD KENYAN FEMALE



Malawian Secondary Education Degree Holders: Well-Being Along their Learning to Earning Journeys



“Doing ganyu [increases my well-being] since it helps me earn something, however, there is never ending stress since these are temporary opportunities which are unpredictable, and sometimes I get it and sometimes I don’t. So stress is a part of my life.”
MALAWIAN YOUTH



“I had to go back to the village, where I was extremely hit by poverty, and this made me go astray, and was drinking...This made life hard for me and my family, there was no peace between me and them.”
MALAWIAN YOUTH



“The joy of finishing secondary school, thinking it would help me get a job.”
MALAWIAN YOUTH



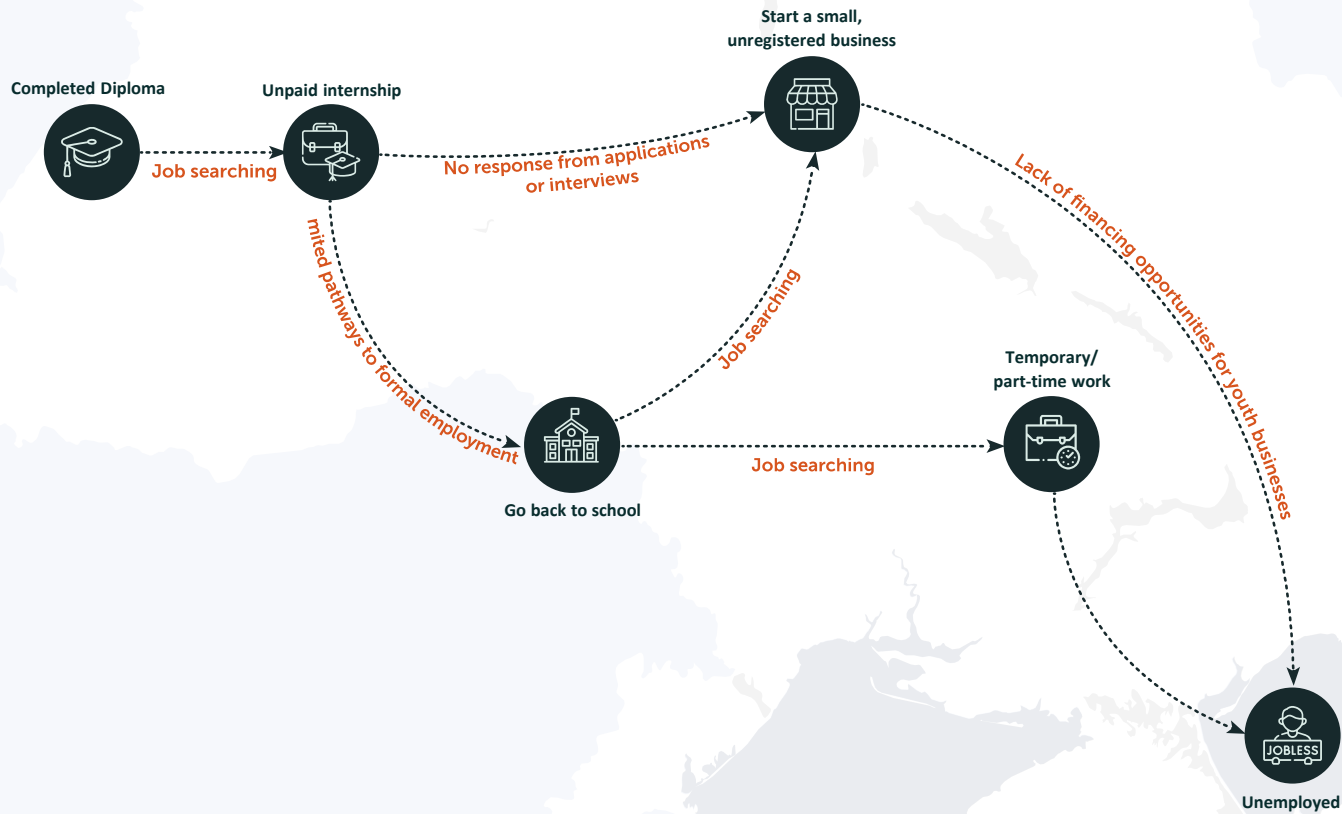
“I am still unemployed or have no opportunities (ganyu), and this makes me feel disappointed with life all together”
MALAWIAN YOUTH



“Encouragement from family members gives hope for future employment prospects.”
MALAWIAN YOUTH



Malawian Diploma Holders: Well-Being Along their Learning to Earning Journeys



“My internship ended mid-way. [I felt I was] taken advantage of because of desperation.”
MALAWIAN YOUTH



“I hate going back to a state of being helpless even to myself.”
MALAWIAN YOUTH



“Spirituality and friendship has helped my well-being.”
MALAWIAN YOUTH



“A bachelor’s earns more and is preferred. [There is] discrimination based on education.”
MALAWIAN YOUTH



“I got confidence that I can create a job for myself and other youths in the future.”
MALAWIAN YOUTH



“Even though I am employed, [I am] not meeting expectations and earning enough.”
MALAWIAN YOUTH



“Uncomfortable working conditions - lost hope from staying home too long - not being included in some work activities - unmet expectations.”
MALAWIAN YOUTH



“I started with high expectations.”
MALAWIAN YOUTH



Malawian Bachelor's Degree Holders: Well-Being Along their Learning to Earning Journeys



"A lack of connections and high competition in the job market makes it difficult."
MALAWIAN YOUTH



"I had a paid 1-year government internship, but it did not lead to a job."
MALAWIAN YOUTH



"[I had] no job, I barely ate, [I had] no health insurance."
MALAWIAN YOUTH



"I receive "low pay and am depressed. My pay is not enough to cover needs. I have too much work and am stressed."
MALAWIAN YOUTH



"I am still searching for work but grateful to have improved health and supportive family and friends."
MALAWIAN YOUTH



"Good working environments and colleagues and meaningful work increase my well-being."
MALAWIAN YOUTH



"There is nothing I am doing now and I am very discouraged as I have become a laughing stock."
MALAWIAN YOUTH



"I was motivated to search for jobs."
MALAWIAN YOUTH