

CRAFTING FUTURES

The Youth Worker's Manual to
EntreComp Applicability through
Non-Formal Education



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YEeS

Youth Entrepreneurship Education and Skills

Youth Entrepreneurship Education and Skills (YEeS) is a project designed to empower and develop capacities of young people and youth workers. The EntreComp framework and the non-formal education are the pillars upon which this intervention will build capacities, inspire young people, raise awareness on the benefits and promote Youth Entrepreneurship through local and national stakeholders in the consortium.

The concept of this project emerges from the actual need of young people, especially the disadvantaged ones that face many challenges in fields like education, employment or inclusion and eventually hinder them from reaching their full potential. Through this project participants will gain practical tools on how to develop competencies at the individual level that can expand their possibilities and bring positive change in their life and the communities they live in.

Youth Entrepreneurship Education and Skills "YEeS" is a capacity-building project led by Youth 4 Society organization from Albania in partnership with: Udruzenje Mladi Volonteri from Bosnia and Herzegovina, Udruga Za Mlade Alfa Albona from Croatia, Better Life in Kosova from Kosovo * and Udruzenje Svetlost from Serbia and is funded by the Erasmus + program under Key action 2.



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Co-funded by
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Publisher: Youth 4 Society Organisation

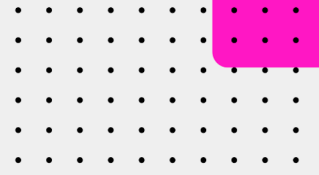
Address: Rruga Don Bosko, Blloku Edil-AL/Kulla 3/11-Post Code 1026 - PO Box 87- Tirana-
Albania

Web: www.youth4society.org

Authors: Ana Mullanji and Alicia Carpio Obré

Contributor: Gordana Mandic Radosavljevic

Design: Irena Topalli



Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others.
The value that is created can be financial, cultural, or social.

Entrecomp 2016

Definition developed by the Danish Foundation for Entrepreneurship - Young Enterprise, 2012



YEeS
Young Entrepreneurship Education and Skills





WHAT IS THIS MANUAL

This manual is part of the Youth Entrepreneurship Education and Skills (YEeS) project and is crafted based on extensive research findings, expertly merging the EntreComp framework with non-formal education tools. Specifically designed for youth workers, its purpose is to facilitate knowledge sharing, empowering and nurturing the entrepreneurial spirit in young individuals.

EntreComp itself is a complicated framework that which make it not easy for youth to translate into practice by themselves. Partners and experts of this project have taken this concern into consideration when producing the manual as a tool that makes the EntreComp framework simple to be put in practice with the use on non formal education and supports transfer of its know how in a practical way.

Structured to mirror EntreComp's core focus areas, the manual thoroughly encompasses all 15 competences. Each competence is paired with one non-formal education method, fostering exploration, understanding, and effective knowledge transfer. The 20 workshops that you will find in this manual will support youth workers to better implement it in practice while working with young people and teaching them the Entre Comp Competencies.

We hope that this Manual will help youth workers enrich the learning journey for youth and we look forward to also receive your feedback after you have used our methods.

We hope you enjoy working with it!

YEeS team

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ENTRECOMP FRAMEWORK AND ITS PURPOSE

WHAT IS “ENTRECOMP INTO ACTION”

EntreComp into Action is a guide^[1] to help individuals and organisations explore why, when and how they can use EntreComp^[2] the Entrepreneurship Competence Framework published by the European Commission in 2016. It provides an introduction to the EntreComp framework and shares more than 70 practical examples of how EntreComp can be used for lifelong learning across formal education and training, non-formal learning, employment or business. The case studies, tools and ideas in this guide have been collected from partners who have been inspired by EntreComp and reflect the rich and varied landscape of how entrepreneurial learning is embedded into different sectors and for different audiences.

EntreComp itself is a comprehensive framework, based on research and built upon a pan-European consensus. It is flexible, adaptable and free to be used by any individual in any context. The framework comes to life when individuals and organisations use it to help understand, value, implement, assess and recognize entrepreneurial competences of learners from different walks of life.

EntreComp into Action aims to inspire more actors from across Europe and beyond to get involved, to join a community of practitioners committed to embedding these competences for life into education, communities, work and enterprise.

DEFINING ENTREPRENEURSHIP

A commonly accepted definition about entrepreneurship has been developed by the Danish Foundation for Entrepreneurship - Young Enterprise in 2012 that says: “Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social”.

Therefore, in other words entrepreneurship is developing and managing a new business venture to make a profit or achieve another aim, such as making an environmental or social impact. Entrepreneurship involves identifying a market opportunity or gap in the market, developing a business plan, securing funding, finding the right staff, launching the business, and then managing its operations.

Entrepreneurship is frequently credited as a major driver of economic growth, spurring transformation, the creation of new markets, innovation, and building wealth. Entrepreneurs are often key to developing ideas and solutions to problems while creating new products. It's important to note that entrepreneurship can take various forms, including starting a new business, launching a social enterprise, or driving innovation within an existing organization. While entrepreneurship often involves starting ventures, it is also a mindset and a set of skills that can be applied in various contexts.

Overall, entrepreneurship is about seizing opportunities, taking risks, and creating value through innovative and sustainable business ventures. It plays a vital role in driving economic growth, job creation, and societal progress. While entrepreneurship often involves starting ventures, it is also a mindset and a set of skills that can be applied in various contexts.

^[1] In the context of the EntreComp framework, competence is understood as a set of knowledge, skills and attitudes.

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THE IMPORTANCE OF DEVELOPING ENTREPRENEURIAL COMPETENCES AMONG YOUNG PEOPLE

Entrepreneurship competence is increasingly recognized as a competence for life, relevant to personal development and fulfillment, finding and progressing in employment, as well as initiating new ventures ranging from community campaigns and social enterprises to new start-up businesses. Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others.

The value created can be social, cultural, or financial. EntreComp recognizes the opportunity to be entrepreneurial in any situation, from school curriculum to innovating in the workplace, from community initiatives to applied learning at university.

In the EntreComp framework, entrepreneurship competence is both an individual and collective capacity. Entrepreneurship is a competence for life. Being creative or thinking about how to do things in new ways is equally relevant to progressing your career or coming up with new business ideas.

Taking the initiative, mobilizing others, and getting them on board with the idea are useful skills when fundraising for a local sports team, or establishing a new social enterprise. Understanding how to put a plan into action and use finances wisely are relevant for life and business planning in a small or medium-sized company (SME).

Developing entrepreneurial competences among young people is of great importance due to the following reasons: enhancing employability, fostering innovation and economic growth, encouraging self-empowerment to take control over career, cultivating critical thinking and problem-solving skills, nurturing creativity and the ability to think innovatively, developing resilience and adaptability in the face of challenges, and promoting social impact and sustainable development.

In summary, developing entrepreneurial competences among young people is crucial for their personal and professional growth. It equips them with skills, mindsets, and attitudes that are highly valued in the modern world, enabling them to succeed in a dynamic and rapidly changing world of work landscape. Moreover, fostering entrepreneurship among young people contributes to economic development, innovation, and social progress.

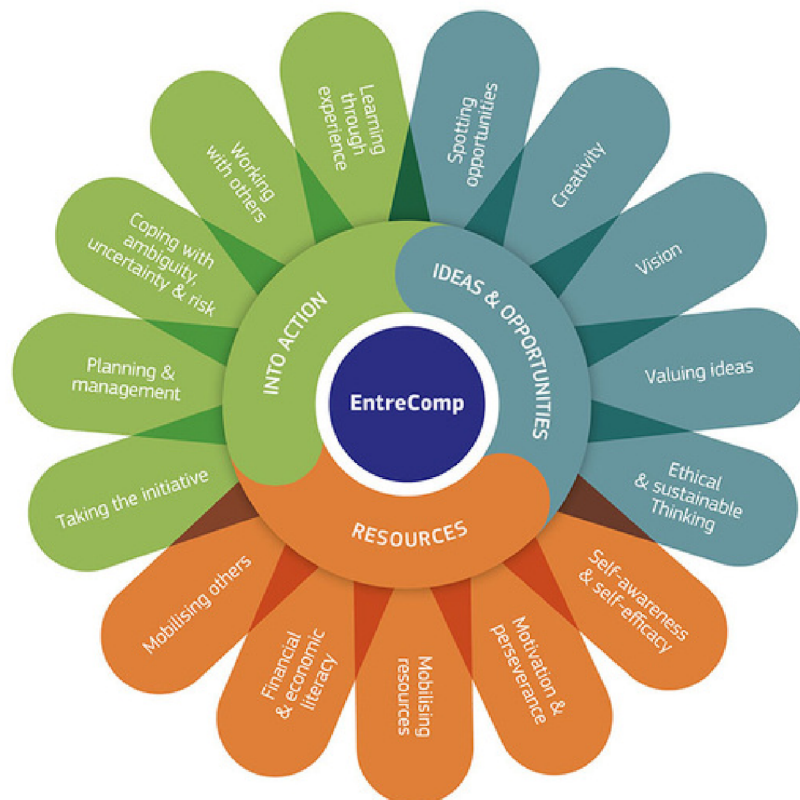
INTRODUCING THE ENTRECOMP COMPETENCES

02

THE 15 ENTRECOMP COMPETENCES

The 15 competences are of equal importance. The EntreComp wheel can be seen as a simple starting point for understanding and interpreting what is meant by the entrepreneurship competence. It can be refined and applied in more depth to address the particular needs of specific target groups.

EntreComp is made up of 3 competence areas: Ideas and Opportunities, Resources, and Into Action. Each area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas.



COMPETENCE AREA: IDEAS AND OPPORTUNITIES



02

Competence	Hints	Description
SPOTTING OPPORTUNITIES	to use your imagination and abilities to identify opportunities for creating value.	to identify and seize opportunities to create value by exploring, the social, cultural and economic landscape, to identify needs and challenges that need to be met, to establish new connections and bring together scattered elements of the landscape to create opportunities to create value.
CREATIVITY	to develop creative and purposeful ideas.	to develop several ideas and opportunities to create value, including better solutions to existing and new challenges, to explore and experiment with innovative approaches, to combine knowledge and resources to achieve valuable effects.
VISION	To develop creative and purposeful ideas.	To develop several ideas and opportunities to create value, including better solutions to existing and new challenges, to explore and experiment with innovative approaches, to combine knowledge and resources to achieve valuable effects.
VALUING IDEAS	To make the most of ideas and opportunities	To judge what value is in social, cultural and economic terms, to recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.
ETHICAL AND SUSTAINABLE THINKING	To assess the consequences and impact of ideas, opportunities and actions.	To assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment, to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen, to act responsibly.

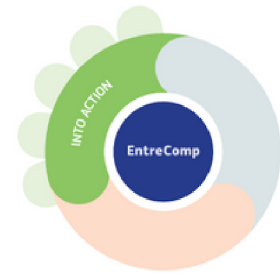
COMPETENCE AREA: RESOURCES



02

Competence	Hints	Description
SELF-AWARENESS AND SELF-EFFICACY	believe in yourself and keep developing.	to reflect on your needs, aspirations, and wants in the short, medium, and long term; to identify and assess your individual and group strengths and weaknesses; to believe in your ability to influence the course of events despite uncertainty, setbacks, and temporary failures.
SELF-AWARENESS AND PERSEVERANCE	Stay focused and don't give up.	to be determined to turn ideas into action and satisfy your need to achieve; to be prepared to be patient and keep trying to achieve your long-term individual or group aims; to be resilient under pressure, adversity, and temporary failure.
MOBILIZING RESOURCES	Gather and manage the resources you need.	to get and manage the material, non-material, and digital resources needed to turn ideas into action, to make the most of limited resources, and to get and manage the competences needed at any stage, including technical, legal, tax, and digital competences.
FINANCIAL AND ECONOMIC LITERACY	to develop financial and economic know-how .	to estimate the cost of turning an idea into a value-creating activity; to plan, put in place, and evaluate financial decisions over time; to manage financing to make sure your value-creating activity can last over the long term.
MOBILIZING OTHERS	to inspire, enthuse, and get others on board.	to inspire and enthuse relevant stakeholders, to get the support needed to achieve valuable outcomes, and to demonstrate effective communication, persuasion, negotiation, and leadership.

COMPETENCE AREA: INTO ACTION



02

Competence	Hints	Description
TAKING THE INITIATIVE	go for it.	to initiate processes that create value, to take up challenges, to act and work independently to achieve goals, to stick to intentions, and to carry out planned tasks.
PLANNING AND MANAGEMENT	prioritize, organize, and follow up.	to set long-, medium-, and short-term goals, to define priorities and action plans, and to adapt to unforeseen changes.
COPING WITH UNCERTAINTY, AMBIGUITY AND RISK	make decisions dealing with uncertainty, ambiguity, and risk.	To make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes, within the value-creating process, include structured ways of testing ideas and prototypes from the early stages to reduce the risk of failing and to handle fast-moving situations promptly and flexibly.
WORKING WITH OTHERS	team up, collaborate, and network.	to work together and cooperate with others to develop ideas and turn them into action; to network; to solve conflicts; and to face up to competition positively when necessary.
LEARNING THROUGH EXPERIENCE	learn by doing.	to use any initiative for value creation as a learning opportunity; to learn with others, including peers and mentors; to reflect on and learn from both success and failure (your own and other people's).

THE USE OF ENTRECOMP FRAMEWORK MANUAL

03

WHY MAKE ENTRECOMP FRAMEWORK “YOUTH FRIENDLY”

The EntreComp framework provides a common language and reference framework for entrepreneurship competence. Adapting the EntreComp framework to be “youth friendly” involves making it more accessible, relatable, and engaging for young people. By implementing these strategies, the EntreComp framework can be made more appealing to young people, encouraging their active participation in entrepreneurial learning and fostering their entrepreneurial mindsets and skills. It is essential for several reasons:

- Many young people may not initially see the connection between their education and entrepreneurship. A youth friendly EntreComp framework bridges this gap by highlighting the transferable skills and competencies developed through education that are valuable in entrepreneurial pursuits. It helps them understand the practical applications of their education and encourages entrepreneurial thinking.
- When young people find the framework accessible and engaging, they are more likely to actively participate in entrepreneurial learning experiences. By providing a user-friendly framework, it encourages their involvement in entrepreneurial projects, initiatives, and ventures, driving hands-on learning and practical skill development (learning outcomes).
- Adapting the framework to be youth friendly ensures that it is accessible to a diverse range of young people, regardless of their background or prior knowledge. It promotes inclusivity and encourages participation from individuals with varying interests, abilities, and aspirations. Entrepreneurship is closely tied to innovation and problem-solving. Making the framework youth friendly encourages young people to think critically, creatively, and develop their problem-solving skills. It nurtures their ability to identify opportunities, adapt to challenges, and develop innovative solutions.
- Making the EntreComp framework youth friendly is crucial for nurturing the entrepreneurial mindset, skills, and aspirations of young people. It helps bridge the gap between education and entrepreneurship, empowering them to actively engage in entrepreneurial learning and pursue their entrepreneurial endeavors.

“ENTRECOMP INTO ACTION - USER GUIDE” AN ADDED VALUE TOOL FOR YOUTH WORKERS

Adapting the framework to be youth-friendly ensures that it is accessible to a diverse range of young people, regardless of their background or prior knowledge. It promotes inclusivity and encourages participation from individuals with varying interests, abilities, and aspirations. Entrepreneurship is closely tied to innovation and problem-solving. Making the framework youth-friendly encourages young people to think critically and creatively and develop their problem-solving skills. It nurtures their ability to identify opportunities, adapt to challenges, and develop innovative solutions.

Utilize the EntreComp guide to design entrepreneurial learning experiences for young people. Create structured activities, workshops, or programs that target specific entrepreneurial competencies. Integrate hands-on, experiential learning methodologies to maximize engagement and practical skill development. Encourage young people to reflect on their learning and progress using the competencies outlined. Facilitate discussions and reflection activities to help them identify their strengths, areas for improvement, and potential pathways for their entrepreneurial journey.

Leverage the EntreComp framework to promote collaboration and networking among young people. Facilitate opportunities for them to connect with peers, mentors, and entrepreneurs to exchange ideas, share experiences, and build supportive networks.

Continuously update your knowledge and skills as a youth worker by staying informed about entrepreneurship trends, resources, and best practices. Engage in professional development activities, attend workshops or conferences, and participate in relevant networks or communities of practice.

The EntreComp framework is a guide that can be adapted and customized to suit the needs of young people. It provides a framework to structure interventions and support youth in developing the entrepreneurial mindset and competencies necessary for their future success.

EntreComp has been applied in different ways and has proved to be useful in helping projects and organizations to achieve several goals. These goals have been to:

- **mobilize** interest in entrepreneurship and inspire action.
- **create value** by adapting the framework to specific contexts.
- **appraise and assess** levels of entrepreneurship competence.
- **implement** entrepreneurial ideas and projects.
- **recognize** entrepreneurship skills.

PRACTICAL ACTIVITIES

SUMMARY TABLE

04

Nr	COMPETENCE ADDRESSED	KEY ELEMENTS	TITLE AND DESCRIPTION OF THE TOOL	TPOLOGY
IDEAS & OPPORTUNITIES				
1	Spotting Opportunities	Creativity, teamwork, co-design.	The V(value) Factor! INVITE PARTICIPANTS TO SPOT DIVERSE OPTIONS TO ATTEND A SOCIAL CHALLENGE AND CO-CREATE A PROPOSAL ADDING DIVERSE ELEMENTS BASED ON INNOVATION, INVOLVING OTHERS OR CULTURAL VALUE.	Tool
2	Creativity	Lateral thinking, visual thinking, forces-relations.	Imagine! This activity promotes the motivation of participants to train their capacity to be creative, both individual and collectively. Lateral thinking combined with visual creativity.	Exercise
3	Vision	Scenario planning, future planning, forecasting.	My dream future! Invite participants to project their potential futures, both positive and negative, select the dream future, and then design a path to reach it. Vision of future, and understanding of the complexity to reach goals, that also require resources, supporters, etc.	Method
4	Valuing Ideas	Valuing ideas based on SWOT, SMART and Design Thinking.	Test-IN ideas! Invite participants to identify or define ideas to attend a concrete social situation / challenge, and then they will be accompanied to follow several steps to value those ideas based on concrete criteria. They will be invited to have an objective vision and criteria to valuate, and then rank the ideas.	Exercise
5	Ethical & Sustainable Thinking	Global compact / SDG / Youth Goals	Impact-IN ideas! Invite participants to analyze and reflect on the social impacts that a project may have. Promotes the understanding of all dimensions of the impacts, both in positive and negative and promotes the planning of how to make an action more ethical, respectful, and sustainable.	Tool

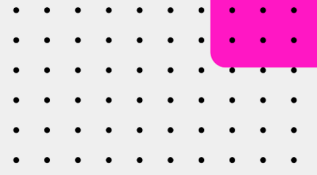
SUMMARY TABLE

Nr	COMPETENCE ADDRESSED	KEY ELEMENTS	TITLE AND DESCRIPTION OF THE TOOL	TYOPOLOGY
RESOURCES				
6	Self-Awareness & self-efficacy	Strengthens brainstorming, task matching	The best team ever! Participants will be enhanced to work on their self-awareness of skills, strengths, and capacity, and be able to construct teams based on the best that each member can bring. Self-awareness, self-esteem.	Tool
7	Motivation & Perseverance	Dealing with failure.	The challenge journeys! Participants will be invited to follow a journey with difficulties, challenges, and decisions. They will have to face the situation, solve some issues, and understand the complexity of running a project, where failure and persistence will be very relevant. (GAME FORMAT)	Exercise
8	Mobilizing resources	Exchange of tools; negotiation skills; resource management.	Make it happen, measure resources! Participants will define the needed resources for developing an action, and then will lead with limitations and adversity to reach goals. On the other hand, will identify the competences for a correct resources management.	Tool
9	Financial & economic literacy	Grow a budget step by step (gamification)	Budgeting! Participants will dive into the elaboration of a basic budget, identify potential funders, and the face economic challenges that will force them make decisions and find alternatives, with gamified elements.	Tool
10	Mobilizing others	Effective communication / persuasion / storytelling	Contagious passion! Participants will train their effective communication skills and their capacity for persuasion, designing in groups a concrete simple idea, making an elevator pitch, and providing arguments to defend it as the best idea.	Exercise

Nr	COMPETENCE ADDRESSED	KEY ELEMENTS	TITLE AND DESCRIPTION OF THE TOOL	TYOPOLOGY
INTO ACTION				
11	Taking the Initiative	Taking initiative / teamwork / critical thinking	<p>Initiative in Action!</p> <p>Young people will experience being on a journey to become proactive members of their communities through different case scenarios. Through collaborative discussions and hands-on activities, participants will learn to identify opportunities where they can take initiatives for the future.</p>	Exercise
12	Planning & Management	Planning & Management , Canvas Business Model/ learning by doing.	<p>"Plan, manage, succeed: a business Simulation"</p> <p>The workshop immerses young participants in an exciting, hands-on entrepreneurial experience in planning and management. Working in teams, they navigate through simulated business challenges, enhancing their skills in planning and management using Canvas Business model.</p>	Exercise
13	Coping with ambiguity, uncertainty, and risk	Challenges and opportunities / disadvantaged youngsters/ entrepreneurial landscape. (Role Play)	<p>Take a step forward- Navigating the Entrepreneurial Landscape!</p> <p>This activity simulates the entrepreneurial journey, highlighting the various factors and challenges that may affect a person's chances of success in diving into a startup experience. In this activity, participants take on roles related to entrepreneurship and move forward depending on their resources, opportunities, and challenges.</p>	Method
14	Working with others	Teamwork/ negotiation/ problem solving	<p>Build a Startup - Team Challenge!</p> <p>In this activity, participants will be given a business challenge that they need to solve as a team. The exercise focuses on fostering teamwork, communication, problem-solving, and negotiation skills, which are essential for working in an entrepreneurial setting.</p>	Exercise
15	Learning through experience	Learning through experience/ negotiation & marketing skill	<p>Experiential Insights: Discovering Through Doing!</p> <p>This workshop is designed to immerse participants in a practical exercise that will challenge their communication skills, their observation skills, and their ability to reflect upon and learn from experiences.</p>	Method

SUMMARY TABLE

Nr	COMPETENCE ADDRESSED	KEY ELEMENTS	TITLE AND DESCRIPTION OF THE TOOL	TYOLOGY
OTHERS				
16	Ethics & Sustainable thinking	Critical thinking/ communication skills/ debate	Where do you stand - Ethics and Sustainability Debate! Participants are challenged to explore the balance between ethical considerations and business sustainability. Divided into teams, they debate controversial statements centered on the realities and dilemmas faced in modern entrepreneurship.	Method
17	Entrepreneurial education	Knowledge/skills/attitudes in entrepreneurial education	Empowering Youth through Entrepreneurial Education! This session is designed to develop in participants a deep understanding of the critical role entrepreneurial education plays in shaping the youth.	Exercise
18	Types of business	Get to know concepts business/enterprise/social enterprise/start up	Business Blueprint: Decoding Types and Models! This workshop aims to guide young participants through the maze of business classifications. The workshop is tailor-made for the curious youth eager to explore beyond the typical, into the vast landscape of business structures and types. The activity offers a blend of hands-on research, collaboration, and creative expression where young people will journey through various business models and their nuances.	Exercise
19	EntreComp Introduction/ My Entrepreneurial Competencies	Self-reflection/ EntreComp	Journey through EntreComp! In today's dynamic entrepreneurial world, understanding oneself is essential. This workshop is developed around the holistic understanding of personal entrepreneurial competencies, combining the heart, head, and hand - attitude, knowledge, and skills. Through this, participants will be introduced to the EntreComp framework, a critical tool for budding entrepreneurs.	Exercise
20	Build your own business	Learning by doing/creative thinking/social enterprise	Build your own Social Enterprise! Participants will engage in an interactive session aimed at fostering creativity, encouraging teamwork, and understanding the main pillars of establishing a social enterprise.	Exercise



PRACTICAL ACTIVITIES



THE V FACTOR!

(value)

01

COMPETENCE AREA

Ideas and opportunities

OVERVIEW

In this activity, participants will actively seek out various opportunities to address social needs. They will have the chance to choose a specific idea and collaboratively refine it to make it more innovative, inclusive of others, and ensure it has a positive impact on various aspects, such as different target groups and cultural dynamics. The primary emphasis will be on understanding the needs of the target group and the context in which the intervention will take place.

GROUP SIZE

Groups of a minimum of 12 participants and recommended for 16-24 participants. It can be extended if needed.

OBJECTIVES

- To help participants better grasp the significance of finding various approaches to tackle a challenge, spotting opportunities, and collaboratively generate creative ideas that can address the actual needs of the target audience.
- To promote a collaborative mindset where each person can contribute, collaborate and bring light to a social proposal.
- To learn about the process of constructing an idea that may be adapted, flexible and be reconstructed according to different elements in the process.
- To promote the reflection on the significance of enhancing a proposal by collaborating with others, engaging different audiences, and incorporating relevant factors to boost its overall impact.

TIME

2 h 20 min approximately.

COMPETENCE

Spotting opportunities

PREPARATION AND DESCRIPTION

PREPARATION - 10 MINUTES

- Divide participants into 3 different groups (up to 6-7 groups for larger teams) with each having 4-5 members.
- Provide each team with a flipchart, post-its and markers. Put up a flipchart on the wall and draw a "Score panel" where you will register each team's name and the score for each team.
- Organise the activity in the form of a contest between teams to foster a competitive atmosphere and engage participants. Each step will be timed, and a scoring table will track the progress.
- Select a jury composed of three participants to make the contest fair and foster a spirit where young people take a role to provide ideas for the rest of the participants. The facilitator can only play the facilitation role.

MATERIALS

- Flipchart paper,
- markers and post-its ;
- Plastic medals or little gums (for the winners)

DEVELOPMENT:

Contextualization: 5 minutes

- Explain to participants that while developing a proposal, they must ensure that it addresses a specific need or aim. We must ensure that the creation process considers various components while keeping people in the center. Explain that they will begin a process of co-creating various options to address a specific situation.
- To ensure that they will begin a process of co-creating various options to address a specific situation. To ensure that they provide their best, it will become a competition in

THE V FACTOR!

(value)

Invite participants to get involved, be active in their tasks and challenges, bring good and creative ideas and support their teams to reach the prize! Let's start it.

FIRST STEP: (15 MIN): ONE CHALLENGE, A LOT OF ANSWERS!

- Ask each group to name themselves as a team and introduce it to the rest of participants! Add the team names in the score panel.
- Each team will thereafter be requested to submit (via post-it notes) as many suggestions (ideas) as possible to participate in a specific competition. The facilitator can specify the challenge, which can be:
 1. New proposals for involving youth in politics.
 2. Increasing youth social participation.
 3. How to promote active citizenship in a town of 15.000 inhabitants.
 4. Promotion of volunteering among youth in rural areas.
- As a facilitator you may define another challenge based on the interests of the group or the promoter organization. It could also be a voting procedure. Any option is acceptable.
- Once the Challenge is defined, give participants 15 minutes to brainstorm ideas for on how to solve or attend this challenge! The proposals could be a short sentence that will be written down one idea per post-it note. And they should be clear, understandable, and clarify what, why, and how.
- Put the post it notes on the main flipchart divided by colours to identify the ideas of each team. Read each idea/proposal, count each team's post-its and include the points in the score panel (1 post-it = 1 point).

SECOND STEP: (10 MINUTES): SELECTION OF IDEAS

- Invite each team to select 1 idea (1 post-it) to be their proposal to develop during the game. They can choose one of their own or another idea from other teams if they like it. Give them only 3 minutes to discuss and choose.

THIRD STEP: (60 MINUTES): DEVELOP THE PROPOSALS!

Go deeper (20 minutes):

- Now it is time to go a bit deeper into the proposal. The teams need to complete the following questions: What exactly are you proposing? Why? Who: Direct beneficiaries? Where? When: Time frame (of all the project). How: draft description of how to develop this proposal.
- Give them 15-20 minutes to develop their ideas. Count points according to how many questions does each team develop (up to 6 questions, so up to 6 points).

Make it creative (10 mins):

- Give them 10 minutes to provide an added value to the proposal that will make it more creative and innovative, while always having in mind the real "needs" of the target group.
- Review the innovation elements and evaluate the innovation factor (from 1 to 5 points). If the proposal is already existing, they receive 0 points. Add the points for each team in the score panel.

THE V FACTOR!

(value)

- will begin a process of co-creating various options to address a specific situation. To ensure that they provide their best, it will become a competition in which teams battle to win the reward!
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- Give them 15-20 minutes to develop their ideas. Count points according to how many questions does each team develop (up to 6 questions, so up to 6 points).

Make it creative (10 mins):

- Give them 10 minutes to provide an added value to the proposal that will make it more creative and innovative, while always having in mind the real "needs" of the target group. Review the innovation elements and evaluate the innovation factor (from 1 to 5 points). If the proposal is already existing, they receive 0 points. Add the points for each team in the

THE V FACTOR!

(value)

- score panel.
- Review the innovation elements and evaluate the innovation factor (from 1 to 5 points). If the proposal is already existing, they receive 0 points. Add the points for each team in the score panel.

Involve a new target (10 mins):

- Now is time to force a bit of creativity and adapt the idea to involve another target group or other interested actor. Give them 10 more minutes for this step.
- Review the proposals and give each team their points (from 1 to 5) and add them up to the score panel.

Involve another actor (10 minutes):

- Again, it is time to adapt the idea and involve another actor (institution, organization, etc.) that may provide an added value to the proposal. The team should define who, and what for. Review the proposals and give each team their points (from 1 to 5) and add them up to the score panel.

Link it to culture (10 minutes):

- Now it is time to adapt the idea and find the way how to connect the proposal with a cultural issue; teams should find the way how to. Review the proposals and give each team their points (from 1 to 5) and add them up to the score panel.
- A maximum of 25 points can be reached!

FOURTH STEP: (25 MINUTES): LET'S FIND THE GREATEST IDEA!

- Give teams 5 minutes to prepare a quick elevator pitch of 1 minute, describing the essence of the proposal. They may focus on the added value and how the challenge is faced. They should strive to be convincing, creative, and motivational.

PITCHING: each team will take the floor to share their idea's presentation.

VOTING: each participant must vote an idea different to his/her own. Ask them to vote by raising their hand so you can count the votes for each idea.

- After participants have voted, announce the votes, declare the winner or winners, and distribute a symbolic reward or prizes if possible.

FIFTH STEP: LET'S EVALUATE IT - FEEDBACK (20 MINUTES)

Invite participants to make a short reflection and provide comments about:

- How challenging was it to identify the options to attend the challenge?
- Which part was the most challenging?
- How was it to go deeper into the idea and shape it more detailed?

FEEDBACK FROM THE FACILITATOR

- When we develop projects, we consider various elements, but our primary goal is to identify the right opportunities to address challenges and meet the needs of our target audience. It's crucial to add value and ensure that our proposals aren't just ideas, but creative solutions that engage others, consider the context, and have positive ripple effects on other

THE V FACTOR!

(value)

target groups. Also, we may have in mind the continuous adaptability of a proposal in its own construction process. Spotting opportunities means finding ways to create value, in a social, cultural, and economic sense but also by establishing new connections that can generate fresh opportunities. A successful entrepreneur not only focuses on the project or idea itself but also considers the entire intervention context, with a primary emphasis on people.

SLOGAN / MOTIVATIONAL PHRASE

LISTEN TO PEOPLE'S AND CONTEXT NEEDS TO ASSURE VALUE!

OBSERVATIONS/SUGGESTIONS

1. This tool explores a technique known as "forced relations," which involves using creativity to encourage participants to discover ways to connect elements that are typically unrelated or distant from each other.
2. This tool fosters engagement and supports collaborative idea generation for concepts in process. Just as reality can change, these ideas remain adaptable and open to evolution. Projects are ongoing constructions, never fully defined from the start but rather, they develop and refine as they progress.
3. If desired, the challenge can be defined by conducting a voting process. Participants will have the opportunity to choose the topic they wish to address among a list of concrete topics, or openly. This approach will engage more participants and effectively address their areas of interest.
4. In the final evaluation, if there is extra time, it could be interesting to open a debate about the flexibility of the projects or how to involve beneficiaries in the process of design of ideas: how important it can be to assure attending needs and then, spotting practical and useful opportunities.

OVERVIEW

In this engaging activity, participants will cultivate their lateral thinking skills to enhance their creative competence. This dynamic tool will inspire participants to explore various creativity techniques, including visual thinking, both individually and collaboratively. Through this experience, they will gain valuable insights into the significance of maintaining an open mindset in our entrepreneurial processes.

OBJECTIVES

- To promote a creative mindset and motivation to train our minds towards creativity and innovation.
- To learn about the creativity processes, that require time and energy, flexibility, and vision.
- To encourage reflection on the significance of working collaboratively also into creativity, with diverse angles and visions can contribute to a common goal.

PREPARATION AND DESCRIPTION

Preparation:

- The whole group participates individually, but in a further stage they work in groups of 4-5 participants each.
- Prepare one table per group for the group task. Chairs are not a must.'

Development:

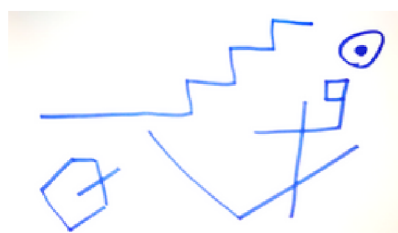
Contextualization: (5 minutes)

- Begin by explaining to participants how relevant CREATIVITY in all the entrepreneurial paths is. Being creative is more than just discovering the most appealing idea; it involves having an open mindset that enables you to uncover solutions, alternatives, and connections. This capacity to integrate these insights into your entrepreneurial journey is crucial. Every one of us possesses the potential for creativity, but it may be trained just like any other skill. This exercise is designed to help us nurture and develop our creativity.

First STEP: (30 minutes): Individual creativity!

- Ask participants

Participants individually answer questions based on their personal interpretation of an image that will be provided by the facilitator. The images are suggested not to be specific icons, but diverse shapes without any specific representation, that will open participants' imagination. Here is an example:



COMPETENCE AREA

Ideas and opportunities

GROUP SIZE

At least 8-10 participants but it works well with larger groups too.

TIME

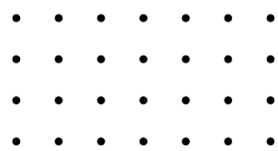
1 h 15 minutes

COMPETENCE

Creativity

MATERIALS

- Cards with images (at least 1 image per participant)
- Cards with words (at least 3-4 cards per team)
- Markers and flip chart paper (it is not necessarily needed)



First task (10 minutes):

- Randomly give one image to each participant and ask them to look at it in any orientation (Vertical, horizontal, as they wish) and that they should answer the following question based on what they see and interpret on the image.
- Question: Which is your favorite meal?
- Give them 5 minutes to think and ask randomly some of them to share their image and answers.

Second task (10 minutes):

- Participants are asked to keep the image but now they should turn it exactly the other way as they took it initially and should answer the following question based on what they see and interpret on the image.

Question: What are you going to do this weekend?

- Give them 5 minutes to think and ask randomly some of them to share their image and answers.

Third task (10 minutes):

- Now ask participants to take their left side partner's image and answer the same last question, based on what they see and interpret on the new image. (The reason for repeating the same question is to prove that different persons can "see" something different based on the same image. Imagination has no limits!)

Question: What are you going to do this weekend?

- Give them 5 minutes to think and ask randomly some of them to share their image and answers.

SECOND STEP: (30 MINUTES): COLLABORATIVE CREATIVITY!

- Divide participants into teams of 4-5 participants, ask them to join table and display all the images collectively.

Fourth task (15 minutes):

- Tell them that they must solve a challenge by interpreting all the images they have as a group.

The challenge:

- Solve an environmental problem: There is a landfill located on the outskirts of town that creates issues with unpleasant smells and debris.
- After 10 minutes, ask the teams to share their answers and show the images they used to provide the answer from.

Fifth task (15 minutes):

- Now another challenge comes into the game. Participants will be given certain "words" by the facilitator and their task is to integrate these words into their co-constructed solution. Possible words to give them:
- Summer, fun, migration, climate change, social inclusion, diversity, municipality, etc.
- (feel free to change/pick the words as you wish).
- After 10 minutes, ask the teams to share their answers and how they integrated the words to their solution.



IMAGINE

LET'S EVALUATE IT - FEEDBACK (15 MINS):

- The facilitator will invite participants to make a short reflection and provide some comments about:
- How challenging was it to give a meaning to the images?
- Which was more challenging?
- How complex was it to find a common solution in teams based on personal interpretation of images?

FEEDBACK FROM THE FACILITATOR:

To foster an entrepreneurial mindset, it's crucial to remain open-minded, curious, and ready to experiment. Developing creativity is a skill that requires practice. Engaging in exercises that promote lateral thinking, encouraging solutions based in visual interpretation, and connecting apparently unrelated concepts can help nurture this creativity. These techniques are essential for training our minds, equipping us to discover genuine solutions when confronted with real problems or challenges along our entrepreneurial journey.

In the realm of reality, we encounter diverse situations where creativity becomes our indispensable tool, unlocking the means to get over these obstacles

SLOGAN / MOTIVATIONAL PHRASE

TRAIN YOUR MINDS TO GET BRIGHT IDEAS!

OBSERVATIONS/SUGGESTIONS

1. This tool explores creativity techniques as visual thinking, constraint-based creativity, or word force-relations. All those techniques are functional to train our minds and invite us to think openly and force our potential to find new ways to solve different situations, problems, or challenges.
2. The questions defined in the creativity tasks can perfectly be changed. They just must be open questions that allow diverse answers and possibilities. So, it will be up to the facilitator to change them.
3. It is relevant to maintain the same question for the tasks 2 and 3, to prove there are different interpretations of the same image; that different person can have different approaches.
4. The open reflection with participants may focus on the capacity that all of us must be creative, but the need to train our minds to put it into practice.

MY DREAM FUTURE!

03

COMPETENCE AREA

Ideas and opportunities

OVERVIEW

In this activity participants learn how they can spot opportunities by planning and visioning their future. Participants may identify the potential futures that can come up, from a concrete present and then plan how to reach the most desirable future, accordingly. The activity can be planned or considering a personal situation, or a professional one.

GROUP SIZE

15-20 participants

OBJECTIVES

- To learn how to define a personal vision of life (both personal and professional)
- Aims to develop the ability to envision and analyze multiple possible futures/ scenarios.
- To promote participants' capacity to measure and evaluate risks, options, and opportunities.
- To learn how to plan, identify needs, resources and supportive elements that can make their "dream" come true.
- To promote a personal reflection on how we are responsible for assuring the results of our own action: Vision is a guide, but action is the way.

TIME

1 hour

PREPARATION AND DESCRIPTION

Preparation:

- Participants will be provided with 2 different templates and pen markers.

COMPETENCE

Vision

Development:

Contextualization: (5 minutes)

The facilitator will explain the goal of the activity: we want to identify which is our dream future in a frame of 3 years, draw it and design the way how to reach it. For that reason, there will be 4 steps to follow, that will be explained, and participants will have a couple of templates that will support their design of this dreamed future. We can dream big, but with our feet on the floor.

MATERIALS

- Template 1: Future projection
- Template 2: Future path
- Pens and markers

First STEP: (15 minutes)

- Participants are invited to "dream their future". It can be planned from a personal or professional perspective, but basically, they will have to figure out which is their PRESENT situation, and then project themselves for diverse possible futures, in a time frame of 3 years. The facilitator may define a concrete challenge according to the profile and age of participants: for example: "Dream how your professional situation will be in 3 years' time!" or: "Dream how your entrepreneurial process will be in 3 years' time!" (If they are already entrepreneurs), or "Dream how your life will be in 3 years' time".
- They may consider all possibilities, not just "optimal" ones but also situations that may not wish to happen. For example: One future can be that I keep on studying and by this time there is no job for them. Or maybe they decide to make an entrepreneurial project and they succeed; or they plan to apply for a concrete job and train themselves for it, and then they get this position.
- Template number 1 will be used so they can define those 4-5 options of futures, positive and "not desirable ones" (It is important to make reference to those "negative" ones that may also appear in their Future projection).



MY DREAM FUTURE!

SECOND STEP: (5 MINUTES)

- Participants will be invited then to EVALUATE, MEASURE and SELECT their dream future. So, they will have to evaluate each possible future they wrote down in the previous step, based on diverse criteria: feasibility, personal impact, professional impact, and then decide which is their dream future.
- They can write down on the template 1 comments, observations related to the possible futures they defined, and specify which of the listed possible futures is the one they prefer. So, this will be their Dream future. This step may be done individually. The facilitator may accompany participants to check if they have any difficulty.

THIRD STEP: (20 MINUTES)

- Participants will be invited then to EVALUATE, MEASURE and SELECT their dream future. So, they will have to evaluate each possible future they wrote down in the previous step, based on diverse criteria: feasibility, personal impact, professional impact, and then decide which is their dream future.
- They can write down on the template 1 comments, observations related to the possible futures they defined, and specify which of the listed possible futures is the one they prefer. So, this will be their Dream future. This step may be done individually. The facilitator may accompany participants to check if they have any difficulty.

THIRD STEP: (20 MINUTES)

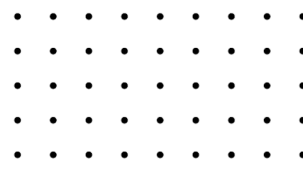
- Once they know what they want to reach, they will have to “draw” the path to reach it, and it will involve the 2nd template, including diverse elements:
 1. Resources I need. They can be: materials, spaces, training capacities, etc.
 2. And from them, what do I already have?
 3. Supporters: collaborators, institutions, public administration, etc.?
 4. Risks overcoming: what can make my path fail? I may come to my “not dream futures” and check what can happen if things do not go as dreamed.
 5. Steps to follow: define, as much as possible, what you need to do, step by step (plan your path).

FOURTH STEP: (15 MINUTES)

This activity runs individually, but it has a collective contribution, so each participant may share his/her path with the rest: either in teams of 2, or collectively, so each participant can receive some feedback from the rest. If that is a collective presentation, it may take 1 minute for each participant’s presentation, and then have 2 mins of feedback, approximately.

LET’S EVALUATE IT - FEEDBACK:

MY DREAM FUTURE!



LET'S EVALUATE IT - FEEDBACK

Invite participants to make a short reflection and provide some comments about:

- How challenging it was to figure out their futures?
- How was it to identify also the "not desired" possible futures?
- How easy or complex was it to define this path to reach their plan?

FEEDBACK FROM THE FACILITATOR

- As much as we plan our future, better we can organize and prospect what we want to happen. All cannot be under control, but we can project positively and try to reach our goals from a "present" perspective. Being aware of risks and possible not desired situations is also a must, to prevent and make sure what we want to avoid. And of course, it is always good to find collaboration, supporting elements and other resources to make our path smooth.

SLOGAN / MOTIVATIONAL PHRASE

LET'S DREAM BIG, BUT WITH OUR FEET ON THE FLOOR.

OBSERVATIONS/SUGGESTIONS

- This tool is based on specific methodologies as Forecasting and Scenario planning, coming for the industrial sector.
- The selection of a more personal or professional path will depend on the situation or interests of the group. For example, if they are a group of very young people, it may be more interesting to plan the activity for a more personal level, not a professional one.
- If the time frame is shorter, then participants can make step 3 shorter, not describing the whole elements, but at least to consider all that will be needed. Never avoid the last reflection moment, as it is part of the co-construction tasks.



TEST-IN IDEAS!

04

OVERVIEW

With this activity participants learn about the relevance of valuing ideas related to entrepreneurship with specific criteria that can provide an objective vision of how to measure diverse options. Diverse elements and dimensions should be taken in consideration to have a wider vision of a concrete entrepreneurial idea, and how it can reach its goals or fail in the process. Measuring is an important step, not at the end, but at the beginning of the process.

OBJECTIVES

- To learn about the diverse dimensions that an entrepreneurial idea has and had to be valued
- Aims to increase awareness about the importance of measuring, reviewing, analyzing before advancing with an entrepreneurial idea.
- To promote participants' capacity to be reflexive, analytical, and critical.
- To promote the correct value of "target" as the main element of an entrepreneurial idea.
- To promote a personal reflection on how we are responsible for assuring the correct development of an action from the very beginning, when it is just an idea.

PREPARATION AND DESCRIPTION

Preparation:

- Participants will work into teams, so they will be distributed into group tables
- Participants will be provided with the template for valuing the ideas, markers, several papers, and post-its (in case they need).

Development:

Contextualization: (5 minutes)

- The facilitator will explain the activity step by step inviting participants to be creative, work collaboratively and assure they will make the best of them. Participants will be divided into groups of max 4-5 participants (it will depend on the size of the whole group). The groups will be invited to put themselves a team name as we are starting a competition!
- Participants are then informed that they will have to grow possible ideas to attend a concrete situation, and afterwards value them within a concrete list of criteria.

First STEP: (15 minutes) Growing ideas: (Entrepreneurs)

- Participants will be invited to get into the role of an "entrepreneur" and to create possible solutions for the "youth unemployment in their region". This is an open topic that may provide a wide range of answers, and that is what we need: diversity of options to attend this situation.

Participants are then invited to:

- Provide at least 3-4 ideas. They can be new ones or based on external experiences or projects. (It is better to create new ones, but it will depend on the capacity of participants

COMPETENCE AREA

Ideas and opportunities

GROUP SIZE

15-20 participants but it works well with larger groups too.

TIME

1 hour

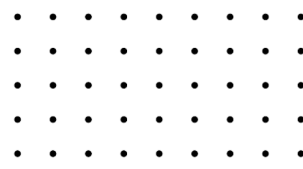
COMPETENCE

Valuing ideas

MATERIALS

- Template 1: table for valuing ideas
- Template 2: Ranking of ideas
- pen markers / white paper / post-its

TEST-IN IDEAS!



and the time frame available).

- Even if they can be projects /ideas that already exist they may try to include innovative or different elements on the proposals.
- the ideas may be quite different from one to another, even attending the same situation.
- For example:
- "Idea 1) create a training course on soft skills based on ... (innovative element)

Idea 2) Promote a program for young entrepreneurs based on... (Innovative element)

Idea 3) Generate a consultancy service to attend personally youth based on rural areas... (Innovative element)

SECOND STEP: (30 MINUTES) VALUING IDEAS: AUDIT PROCESS

Now it's time to value the ideas, so participants are invited to get into the role of "AUDITORS".

Twisting teams' ideas: Each team will get the list of ideas from the other group, so they will be evaluating the others' team proposals. (For example: Team 1 values ideas from team 2, team 2 from team 3, team 3 from team 1...)

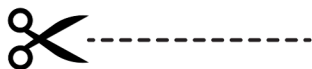
There will be a list of questions that will guide our evaluation. It is possible that there is missing information, as we will get just a list of ideas with some draft description. Then, we can "imagine" how the rest of the information comes up.

For example: Idea 1) training course in soft skills: Question 1.1 Is the target protagonist of this action? Then our reflection can be, that the soft skills selected to provide training on them, may have been selected previously based on a questionnaire to potential participants. So, the answer would be yes!

Then, the goal is not just to value but also to propose how can be proceed in each step to assure it is a high-quality process!

Let's value each of the ideas registered following these steps in the next page template:

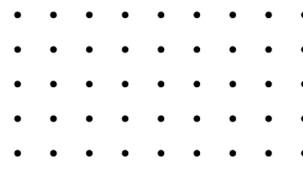
TEST-IN IDEAS!



Nº	KEY QUESTION TO ANSWER	MEASURE	
1	Criteria: Testing TARGET		
1.1	Is the proposal attending the target specific needs?	1-5	Up to 15
1.2	Is the proposal considering the target impressions and appreciations?	1-5	
1.3	Is the target protagonist of this action / process?	1-5	
2	Criteria: Testing the OPPORTUNITY		
2.1	Is the context of intervention facilitating this process (easy to develop)?	1-5	Up to 15
2.2	There are supporters, collaborators to make it easier?	1-5	
2.3	There is any previous success experience on which this idea is based?	1-5	
3	Criteria: Testing QUALITY		
3.1	Is the proposal specific enough and defines concrete goals?	1-5	Up to 15
3.2	Is the proposal measurable and can provide evidence?	1-5	
3.3	Is the proposal realistic and provides a defined ADD VALUE? Which?	1-5	
4	Criteria: Testing the PROCESS		
4.1	Is the process clear and easy to develop (not much complexity)?	1-5	Up to 15
4.2	Is the process easy to reach in a concrete range of time?	1-5	
4.3	Are there any potential risks to reaching the goals?	1-5	

A maximum of 60 points can be reached through this tool, that must be applied to each of the ideas created. A time frame of approximately 20 mins per idea is considered.

TEST-IN IDEAS!



THIRD STEP: (15 MINUTES)

Ranking ideas: public role

So now is time to share the whole valuation of ideas and make a general ranking among teams. This will be a kind of competition where to check in a Ranking which idea have been better valuated. They will be shown in an order to rank them from up down. It can look like this:

RANK	IDEA	TEAM	POINTS
1	Training course soft skills	1 "The Stars"	53
2	Online mentoring service	3...	51
3

After the ranking, some observations can come up and a dialogue can be opened to share reflections, appreciation regarding the ideas, the idea valuation, etc.

LET'S EVALUATE IT - FEEDBACK

The facilitator will invite participants to make a short reflection and provide some comments about:

- How difficult was it to define the ideas that attended this concrete situation/challenge?
- Was it complex to evaluate each criterion?
- Any call of attention regarding the elements that were evaluated?

FEEDBACK FROM THE FACILITATOR

Whenever we plan to develop an idea, some reflection must come at the very beginning. Valuing ideas is our opportunity to define how clear, concrete, how much aligned to reality, the needs of the beneficiaries or the context is... and so, how much opportunity of success it will have.

Measuring is not just coming at the very end of a project or activity, but from the very beginning, to assure that the efforts that we are going to invest are well focused. And when valuing diverse criteria and dimensions must be considered, as the social (spotting the Target in the middle), cultural (considering the contextual reality) or the economic (valuing the measurement, if it is realistic, etc..).

SLOGAN / MOTIVATIONAL PHRASE

LET'S VALUE AND MEASURE IN STEP 1, TO REACH STEP 10!



TEST-IN IDEAS!

OBSERVATIONS/SUGGESTIONS

1. This technique is based on: SWOT analysis, SMART goals, and Design Thinking, as methods that may also appear in their Future projection).
2. The main topic to focus on to grow ideas, can perfectly be another one. Just make sure that it is a quite open topic that can easily bring diverse and different ideas as potential solutions.
3. The ideas can be based on something that already exists, but it is highly recommended to create new ideas, or at least provide some innovation to pre-existing ones. That will depend on the experience and knowledge of participants and will be decided by the facilitator accordingly.
4. The reflection should refer on the relevance of the selection of an idea to run it and assure it arrives at success. Valuing ideas also means to measure the opportunity, our capacity, and the results we are really willing to reach.

COMPETENCE AREA

Ideas and opportunities

OVERVIEW

In this activity, participants will learn to identify potential impacts of actions and assess the consequences for individuals, communities, and the planet. It emphasizes the importance of considering diverse criteria and ensuring the project is carried out with an ethical, responsible, and sustainable vision.

GROUP SIZE

15-20 participants but it can be extended to larger groups too.

OBJECTIVES

- To increase participants' understanding of the relevance of assessing the consequences of social actions.
- To promote analytical thinking about the social impacts that we want to run through our project ideas.
- To learn about all the dimensions of social impact (both positive and negative)
- Aims to develop the ability to envision and define concrete social impacts from an ethical, respectful, and sustainable vision and promote a personal reflection about concepts of ethical thinking and sustainability.

TIME

1 hour

PREPARATION AND DESCRIPTION

Preparation:

- Participants will work into teams, so they will be distributed into group table
- Participants will be provided with the template for valuing the ideas, markers, several papers, and post-its (in case they need). They will also get in groups a project template.

COMPETENCE

Ethical & Sustainable Thinking

CONTEXTUALIZATION: (10 MINUTES)

The facilitator will explain the main goal of the activity and the process that we are going to follow. It will be relevant to make a short introduction about the relevance of the Sustainable and Ethical elements that may be part of our proposals / ideas / business. In this case it can be interesting to refer to:

MATERIALS

- Project template (to be created)
- Assessment template
- pen markers/post-its

- The vision of social business that does not take in mind just the business itself but also the impact in the surrounding, that includes an Ethical thinking that considers not just particular interests but collective ones as well.
- The impact considered in 3 dimensions: social, economic, and environmental
- The impact is indeed the effects, both positive and negative than a project can generate thanks to its development,
- The importance of measuring the social impact, as everything should have evidence to be probed.

Participants will be then informed that the activity itself will be to measure the impact that a concrete action / project can have, in diverse levels and dimensions.

FIRST STEP: (30 MINUTES): ASSESS THE MAIN IMPACT OF A PROJECT

a) Reading: Each team will be provided with a Project template that will include the essential information of a real or not real action. It is recommended to use projects or actions from the same organization, considering projects/actions which are different so the evaluation may be

IMPACT-IN IDEAS!

also different. They may look and read carefully and reflect on the information they have.

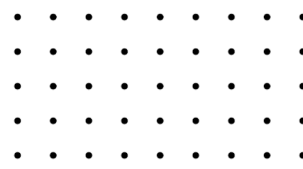
An example of template may include at least the following information of a project:

1. Title
2. Objectives
3. Expected results / outcomes
4. Context of intervention
5. Main description (1-2 paragraphs)
6. Target group to be involved
7. Timing of the action
8. Timing of the action

The project templates can be provided by the facilitator or can be project ideas that the participants know personally (if they are youth workers and already work).

Here is one example of a template, but any other one can work. They can be real or not, but the basic information may be provided to participants:

Title: Empowering yourself
OBJECTIVES <ul style="list-style-type: none"> • To increase migrants digital and communication skills • To promote the self-awareness and self-confidence of migrants about their potential access to employment • To increase the participants skills and competences for their social and labor integration
EXPECTED RESULT <ul style="list-style-type: none"> • At least 20 migrants, living in the xx region, will develop the whole process of training and coaching for employment • at least the 80% of participants apply to labor opportunities in the region (CVs, interviews, etc.) • At least 20% of participants get a labor opportunity at the end of the project
CONTEXT OF INTERVENTION The region of xx has a relevant number of migrants, and most of them have difficulties to find a labor opportunity. Migrants have short information about the kind of companies or opportunities available in their surroundings, and furthermore their short digital or communication skills. Culturally they are not used to the processes that are followed in this country to find a job, and do not know the channels and processes they may follow to access those opportunities.
MAIN DESCRIPTION (1-2 PARAGRAPHS) This project includes several services to increase the labor inclusion of migrants (both men and women) in the region: <ul style="list-style-type: none"> • Training service: digital skills, communication skills, search for a job online, preparing an interview or a CV, etc. • Coaching service: personal support to identify the main potentialities, capacities and increase self-awareness of participants. • Prospection service: identification of possible companies or positions where participants can work. Coordination of possible interviews, or delivery of CVs, etc.
TARGET GROUP TO BE INVOLVED Migrants (men and women), with no age limit, residents in the region. They may be interested in this process, motivated to find a job. Most of them are needing economical support to cover their family needs.
TIMING OF THE ACTION The project takes approximately 8 months since the beginning of the training process.



IMPACT-IN IDEAS!

b) Assess the potential impacts: Participants are then invited to assess the main IMPACTS that a concrete idea can have in a 3-year development. The steps will be as follows:

- First general impact: they must measure the impact in these 3 specific dimensions: SOCIAL/ ECONOMIC AND ENVIRONMENTAL.
- Detailed impact assessment: Then, participants will be asked to review if their assessment was considering the following elements. Unless they must go forward and include extra impacts in all dimensions based on them:
 - a. PEOPLE: the way they live, work, interact, their daily life in general.
 - b. CULTURE: if the effect of the project affects the beliefs, customs, values, language, etc.
 - c. COMMUNITY: if the project affects in terms of cohesion, stability, services, facilities that the community has got.
 - d. ENVIRONMENT: considering elements such as the water, air, the availability and quality of food, the level of dust, noise citizens are exposed to, the safety in general, the access to resources and its control...
 - e. HEALTH AND WELLBEING: in all levels, physical, mental, social, and spiritual, but also the absence of disease, etc.
 - f. ECONOMICAL CAPACITY: if the effects of the project also influence the economical capacity, or the ability to cover personal needs, etc.
 - g. PERSONAL PERCEPTION (FEARS AND ASPIRATION); if the project is also affecting people at this personal and emotional level.

So, the answer should be that each group will identify much more possible impacts considering all those elements, so they will discover how deep the dimensions of impact can be inside a concrete proposal.

For example in an entrepreneurial training project one main impact could be defined as: "People get knowledge about growing a local business".

But in a Detailed impact assessment, can be identified as well:

- "Participants will increase their potential economical capacity",
- "participants will change their future perception with more hope, aspirations and new visions",
- "participants will be more capable of changing their environment and the negative effects on them by their entrepreneurial actions".

So, discovering all the detailed dimensions of social impact brings more light to participants to identify a more detailed description of how an action can generate impacts.

The template that can be used for this assessment can be as follows:

PROJECT / ACTION: XXXX		
Social Impacts	Economic Impacts	Environmental impacts





IMPACT-IN IDEAS!

SECOND STEP: (15 MINUTES): ASSESS THE POTENTIAL NEGATIVE IMPACT

Then, participants will be invited to analyze if they as well identified possible NEGATIVE impacts. They may include them into their list.

So, this will maybe make them understand that impacts can also be negative, and a previous work of "prevision" may be done to prevent, and avoid potential risks our actions / projects.

THIRD STEP: (15 MINUTES): IMPROVING THE IMPACT

As some of the criteria may not be present into the action, this new step will invite participants to define how the project / proposal will be able to INCREASE the social impact, but also to GENERATE impact on other dimensions / areas, and specially how to prevent the POTENTIAL NEGATIVE IMPACT. The main criteria to consider can be developed answering the following questions:

- Is the project social and has a relevant social component?
- Is the project considering the needs of the main target or targets in vulnerable situations, or the community in general?
- Is the project considering the environmental elements, potential negative affections?
- Is the project considering possible economic effects, at any level? etc....

LET'S EVALUATE IT - FEEDBACK (30 MINS)

The facilitator will invite participants to make a short reflection and provide some comments about:

- How challenging was it to identify the social impacts?
- How was it to identify also negative possible impacts?
- How easy or complex was it to improve the initial impacts of the project?

FEEDBACK FROM THE FACILITATOR

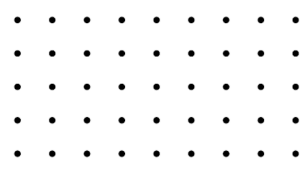
When developing a project, we may have in consideration all the possible impacts that it can have, in different dimensions and both positive and negative. We may be able to PREVENT the negative effects, and that can mean to change the scope or approach of our action, to include or delete some elements. We may focus on BRINGING VALUE to beneficiaries, to the community, to society in general. A responsible act will assure that our action can become a sustainable action that helps to grow instead of generating more barriers or difficulties.

SLOGAN / MOTIVATIONAL PHRASE

LET'S IDENTIFY THE FUTURE FOOTPRINTS OF AN ACTION: SOCIAL IMPACT!

OBSERVATIONS/SUGGESTIONS

1. This tool is based on specific methodologies as Social Impact assessment, to support in the definition of the potential impacts of an action.
2. The project template can be the same for all the groups. This can also be interesting to compare and go deeper into the same initiative, check the similar reactions and comments, and the differences.
3. If the trainer wants to make a simplified action, then the project template can be very



IMPACT-IN IDEAS!

simple, and the positive and negative impacts can be described at the same time. So, participants will be invited to identify both potential impacts during the same step (then steps 1 and 2 will go together).

4. Participants do not have to reach a complex result, it is more an exercise of analysis, self, and group reflection about the effects that a project may have. Bringing concrete examples of positive and negative impact from the trainer can be clarifying.

THE BEST TEAM EVER!

06

OVERVIEW

In this activity, participants will actively focus on identifying their own skills, abilities, and strengths, promoting to believe in themselves. They will engage in self-awareness exercises to better understand themselves and improve or discover their unique qualities. Additionally, they will explore how their individual strengths can contribute to team growth, creating a synergy of complementary elements that strengthen a shared framework aimed at achieving success. The identification of strengths and weaknesses are a key element to advance, face failure and look for alternative solutions.

OBJECTIVES

- To help participants in recognizing their personal and professional potential, abilities, and skills more effectively.
- To boost participants' self-awareness and self-esteem by helping them pinpoint their key qualities that can lead to success.
- To promote participants' reflection on the importance of enhancing collaborative work, emphasizing how each member's unique qualities and skills can complement one another.

PREPARATION AND DESCRIPTION

CONTEXTUALIZATION: (5 MINUTES)

- Explain to participants that identifying personal and collective strengths is essential for building a cohesive and effective team. We should acknowledge both our strengths and weaknesses. Engaging in this activity will help us gain self-awareness regarding our abilities and limitations while working on a project or idea.
- Encourage participants to think deeply and make the effort to find the good qualities each of us have, as usually it is quite complex to define the best of us.

FIRST STEP: (40 MINUTES): INDIVIDUAL WORK

a) I am the best at... (10 minutes)

Each participant will take the time to write down in a paper his/her name, and then define which is his/her best quality in the daily life. It does not have to do with work, but with his/her personal life. If there are more than 1 quality, even 3-4 it will be perfect to register all of them.

For example:

- I am the best at organizing friends' activities.
- I am the best at matching friends and contacts.

b) I am the best working at... (10 minutes)

Each participant will define now, in the same paper, which is her/his best quality when it comes to the labor context. Again, if there are more than 1 quality, they all must be registered.

For example:

- I am the best at organizing digital and physical documentation.
- I am the best at brainstorming when it comes to creating new ideas.

COMPETENCE AREA

Resources

GROUP SIZE

10-12 participants.
It can be extended if needed.

TIME

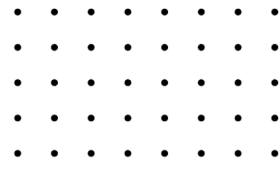
2 hours

COMPETENCE

Self-awareness and self-efficacy

MATERIALS

- Papers,
- markers
- post-its



THE BEST TEAM EVER!

c) I still must learn about... (10 minutes)

Each participant will define now, which are his/her limitations or lack of qualities in the labor context. Again, they can be 1 or maybe more. All of them may be registered. For example:

- I still must learn about the management of time.
- I still must learn about economic and budget issues.

D) FEEDBACK (10 MINUTES)

The facilitator will invite participants to share their findings. Not all of them may present, just the ones who wish to do it. And they will present all the 3 steps: What they are good at in personal life, professional, and then also about the limitations. Some possible feedback/reflection about coincidences or differences can be provided by the facilitator.

SECOND STEP: (50 MINUTES): COLLECTIVE WORK

a) What's the best of you... (15 minutes) Strengths brainstorming

This step can only be effectively implemented when the participants are already familiar with each other. If this is not the case, then it may skip this step.

- Participants come into groups (as they were defined at the beginning). Each participant will be encouraged to provide positive feedback to each other. They will write into post-it's the qualities/strengths that he/she recognizes in the rest of the partners of the team, mainly based in a labor level, but also personal if they prefer so. Each participant will paste the post-it's on each participant's personal paper.
- Then, short feedback may result. What is surprising for you? Any quality you are not aware you had? Coincidences?

b) Task matching (15 minutes)

- So, considering the qualities/strengths that were identified before (both in individual and collective steps), each group will have to define and distribute tasks among participants, to defend why they are "the Best team ever"!
- The tasks and responsibilities may be assigned aligned with the individual strengths of each member of the team. The team will define which roles or tasks they want to name or how to organize their "company" "Team".

c) We still need to learn about... (20 minutes)

- Each team will define now which are their limitations, or lack of qualities into the team, that maybe need some external support.
- Presentation: then each team will take a minute to describe why they are "The best team ever"!

For example:

We are the best team ever because: we have the best organizer of time, documentation, and ideas (Mario). But we also have the best communicator that will assure the visibility of all what we do (Sabrina). But any company needs productivity and efficiency, and we have for that the best coordinator (Ana)... BUT we still have to learn about dealing with uncertainty, and assure that the economic management let us reach our goals.



THE BEST TEAM EVER!

LET'S EVALUATE IT - FEEDBACK (25 MINS):

The facilitator will invite participants to make a short reflection and provide some comments about:

- How challenging was it to identify the personal capacities/strengths in both levels?
- Which part was the most challenging?
- How was it to define the "best team ever"? Any special difficulty?

FEEDBACK FROM THE FACILITATOR

It's important to have self-awareness about our strengths and weaknesses to capitalize on our strengths and address our limitations by either improving upon them or finding alternative solutions.

When a person assumes the role where he/she is powerful at it not only maximizes productivity but also enhances job satisfaction.

Identifying and utilizing strengths is an ongoing process. It's crucial to create a culture where strengths are valued, and individuals are encouraged to develop and apply them in their roles. It's important to recognize that no one can excel in every aspect, skill, or responsibility. To go forward, we must form teams where we can collaborate, innovate, and evolve together. Self-awareness plays a crucial role in this process, as it helps us pinpoint our limitations and discover ways to complement them with the strengths of others. This collaborative approach is a key to achieving success.

SLOGAN / MOTIVATIONAL PHRASE

VALUE WHAT YOU HAVE AND WHAT YOU NEED FROM OTHERS!

OBSERVATIONS/SUGGESTIONS

1. This tool explores some techniques such as strengths brainstorming or task matching, which are especially practical on working groups.
2. The reflection steps of this tool are essential for helping participants gain a profound understanding of the significance of self-awareness regarding both their capabilities and their need for external support

THE CHALLENGE JOURNEY!

07

COMPETENCE AREA

OVERVIEW

Resources

In this activity, participants will experience failure and learn the significance of determination and perseverance in achieving their goals. Through self and collective reflection, we will identify potential barriers that may arise while pursuing a project idea or entrepreneurial process. This will prepare us to overcome obstacles and successfully achieve our objectives.

GROUP SIZE

OBJECTIVES

15-20 participants. It can be extended if needed.

- To increase participants' understanding the importance of learning and improving valuable lessons during the process itself of growing ideas. The path is not easy, but the learning process is like that.
- To promote the reflection on participants about the importance of resilience, capacity to adapt and persistence to achieve our goals when we are facing failure. Our efforts will be valuable for us, and for others.
- To learn about all the elements that can be supportive in our projects: tools, guidance, collaboration, can contribute to achieve our goals.
- To reflect about how we can reframe failure and consider it as a natural part of the learning process, becoming a steppingstone on the path to success.

TIME

1 hour

PREPARATION & DESCRIPTION

COMPETENCE

Motivation and perseverance

PREPARATION

- Participants can be split into groups or, if the group is not bigger than 8, then can all work in a unique group. Participants will have a representative that will be the one that will make the journey.
- There will be a path defined in a big room where participants will be able to move around. There will be some obstacles, and a defined location of the room as the "finish line" of the journey. The path should be long enough and not linear, to make it longer and include obstacles such as chairs, materials on the floor that they must jump, etc.

MATERIALS

- 1 backpack per group;
- Real material, drawing of the materials or just paper with the names of each one (Paper and pen/compass /lamp/mobil)
- a big room with diverse obstacles (according to the available space and materials).

DEVELOPMENT

CONTEXTUALIZATION: (5 MINUTES)

The facilitator will explain to participants that running a project idea is like a journey and may not always be that easy. During the process things can happen, and we may be prepared for uncertainty, failure and be ready to keep on going.

FIRST STEP: (10 MINUTES): PREPARATION OF THE JOURNEY.

Each team (or the unique team), will have to decide what to carry on the backpack that the representative (Traveler) will take. There will be a short selection of elements, and just 4 of them can be taken:

- paper and pen (PLANNING)
- Lamp (light tools)
- Compass (guidance)
- Mobile (supporters)
- Bottle of water



THE CHALLENGE JOURNEY!

- Sleeping bag
- Boots
- Food
- Sunglasses

Each element can be physical or represented in a paper (a drawing or the name of the issue). Each team then, will select the 4 elements and will put them into the backpack. So, they can start the journey.

SECOND STEP: (20 MINUTES): DEVELOPMENT OF THE JOURNEY

Each team (or the unique team), will start with their traveler the journey from the starting point, and will follow the next instructions, that will include diverse difficulties or challenges after some walking into the room:

First stop: there is a map where we must take some notes for our journey. Do you have paper and pen?

- a) you have them among your materials: so, you can use them and plan a strategy how to reach your final line. Participants will have to define it and describe it to the trainer.
- b) you do not have them, then you must go back to the starting point, change one of your materials and then get the paper and pen, and then proceed with the strategy as described before.

Second stop: it is close night and there is no light to keep on walking: do you have the lamp with you?

- a) you have it among your materials: so, you use it and go.
- b) you do not have it, then you must go back to the starting point, change one of your materials and take the lamp.

Third stop: There is a windy cloud, and you cannot see properly. All travelers will get a band on the eyes, so from now on, will have to walk without vision, just guiding him /herself by hand.

Fourth stop: for keeping on walking you may need the support from collaborators. Do you have your mobile?

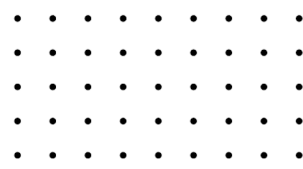
- a) you do so, you can get the support from your team members to guide you in your journey as you still have the band on your eyes.
- b) you do not have it: so, you must go back to the starting point, change one of your materials and take the mobile. And from then on, your team members can guide your journey.

Fifth stop: you somehow get lots (even your collaborators do not know how to guide you). Do you have the compass?

- a) Yes, you have it. So, you can return to the path and keep on walking.
- b) you do not have it, then you will have to walk backwards the rest of the journey.

After several extra obstacles (chairs, persons stopping travelers, or other ideas), traveler(s) will reach the "finish line". If there are more than one traveler, there will be a champion team, so it can run as a competition. But we will wait until all travelers reach the finish line.

THE CHALLENGE JOURNEY!



LET'S EVALUATE IT - FEEDBACK (15 MINS)

Invite participants to make a short reflection and provide some comments about:

- How challenging was it to make the journey?
- Which part was the most challenging?
- Any idea about the meaning of each material they carried in the backpack?

FEEDBACK FROM THE FACILITATOR

When developing a project, it's essential to anticipate potential difficulties that might arise, making the journey more complex. However, it is crucial to stay determined and embrace the risk of failure while remaining focused on our objectives by persistence. We must persist in pursuing our interests, exercise patience, seek solutions, and strive to achieve our goals, even in the face of adversity.

There is a meaning for each of the "materials" we were needing during the journey:

- The paper and pen: represent the importance of an ACTION PLAN. By being organized and having a concrete vision, we can create a well-structured plan that allows for flexibility and redesign.
- The lamp: represents the creativity, motivation, initiative required to grow ideas. A lamp also represents the essential TOOLS and resources utilized throughout the process itself that gives you "light".
- The compass: represents the guidance needed to achieve our goals. Despite facing difficulties and unexpected situations, an open mind to adapt and reorient our project is crucial for success.
- The mobile: this represents the value of cooperation with others. External support and recommendations from experts, and collaboration with colleagues can greatly contribute to the success of our proposal.

Remember that dealing with failure is a process, and it's okay to take your time. Building resilience and a positive mindset takes practice, but with persistence and determination, you can turn failures into valuable learning experiences.

SLOGAN / MOTIVATIONAL PHRASE

IF WE ARE NOT WRONG FROM TIME TO TIME, WE HAVE NOT TRIED ENOUGH!

OBSERVATIONS/SUGGESTIONS

1. This tool is specially a Reflexive one to motivate participants to understand the complexity to run a project, and then face the difficulties with another vision.
2. It is fine to make just one group or more, according to the total number of participants. The reflection and sharing of impressions and comments after the activity will be beneficial in both cases.
3. In the final evaluation, if there is extra time, it could be interesting to bring an open question related to the kind of problems / difficulties / challenges that participants consider they can find when developing an idea.



MAKE IT HAPPEN, MEASURE RESOURCES!

08

OVERVIEW

In this engaging activity, participants will assess the resource requirements of a given task or project. Moreover, they will improve their problem-solving skills by exploring alternative solutions in the face of challenges or constraints, mainly based on the management of the resources needed to advance a proposal. This exercise aims to cultivate innovative thinking and strategizing, ultimately leading to the successful realization of proposed initiatives. Participants will also delve into the analysis of the essential competencies required to ensure efficient resource management.

OBJECTIVES

- To facilitate participants in comprehending the complexities involved in determining the needed resources for the realization of a proposal or initiative.
- To enhance participants' comprehension and proficiency in addressing challenges, particularly in the context of discovering effective solutions to reach success by training their problem-solving skills.
- To encourage participants to contemplate the diverse competencies that are essential in resource management and underscore the significance of cultivating a strategic mindset that enables us to operate efficiently, even when confronted with limited resources.

PREPARATION & DESCRIPTION

PREPARATION

- Participants can be split into groups, (it is recommended to have approximately 4-5 members), assuring at least 3 different groups. There may be some tables and chairs to sit down and make some notes.

DEVELOPMENT

CONTEXTUALIZATION: (5 MINUTES)

The facilitator will explain to participants that identifying and managing the resources we need to develop an idea is needed to assure we can reach goals. Management tasks are essential as an entrepreneurial capacity that needs attention and strategy. For that reason, this activity will invite us to think strategically and find solutions to difficulties. We will work in teams and will have to face different challenges. Let's go for it!

FIRST STEP: (20 MINUTES): DEFINING WHAT WE NEED!

Each team will have a challenge (shared by the facilitator randomly). If there are at least 5 teams, one challenge may be repeated to check how different the same situation can be developed for different groups. Challenges can be:

- Organise a trip for 20 participants, with different ages and personal situations.
- Organise a sports event for 80 students (aged 6-16)
- Organise a film forum with professionals' debate afterwards.
- Etc.

There is a huge variety of possible challenges, those are just an option. It must be considered just challenges that have diverse alternatives to be attended, and with a medium complexity.

COMPETENCE AREA

Resources

GROUP SIZE

10-12 participants. It can be extended if needed.

TIME

1 hour
30 minutes

COMPETENCE

Self-awareness and self-efficacy

MATERIALS

- Papers,
- markers
- post-its

MAKE IT HAPPEN, MEASURE RESOURCES!

a) Participants will be invited to define shortly the kind of activity (10 mins) they are going to run, attending the following questions:

- What exactly are you going to do?
- Location, beneficiaries, dimension of the activity?
- Duration of the activity (1 hour, 5 hours, 1 full day...)?

b) Participants will be encouraged to consider all what they NEED considering (10 mins): The resources they need, may be listed in order of relevance (1,2,3,4..):

- Human resources
- Materials
- Spaces / location
- Technology, if any.

The facilitator should accompany the groups and ensure that they comprehensively identify all the necessary resources required for the successful execution of the activity.

SECOND STEP: (30-35 MINUTES): FACING DIFFICULTIES!

C) RESTRUCTURE UNDER LIMITATIONS! (10 MINS)

What about if the 50% of the resources indicated are not accessible for you?

Participants have to eliminate 50% of the resources registered, at least one of each category (human, materials, technology...)

Participants will have to restructure the activity / challenge and find new options on how to reach a goal. They can maybe reshape the action, or just dimension. That will be up to them.

The facilitator will follow the process to assure they are finding alternatives and facing difficulties in a resolving manner.

D) ONE ACCIDENT OCCURS! (10 MINS)

What about if the resource listed number 1, disappears? So, a new challenge comes up and we must think strategically to find a solution. Participants will have to find a resource that alternatively will cover the "gap" that the resource listed with number 1 left. They must think surely about "alternative funding options". For example:

1. (For organizing a sport event): Budget to get sport materials as balls and a net. Plan B: as we do not have the budget for the material, we will arrange an agreement with a sports shop to borrow the material as a sponsor.
2. Presentation (12-15 mins): each team will have 2-3 minutes to present their challenge, the limitations they found and how they also identified alternatives. The facilitator can provide some short feedback to encourage them and highlight the good ideas and innovation.

THIRD STEP: (15 MINUTES): KEY COMPETENCES TO SUCCESS!

E) DEFINE KEY COMPETENCES FOR SUCCESS

The management process of an idea, initiative, entrepreneurial process requires diverse competences. Participants' teams will be invited to reflect and share in a common Flipchart on the wall which are the main competences that a person, and a team requires to bring an idea to success. Those competences can be distributed in categories (it will be up to the facilitator or the participants themselves). A suggestion about categories, that can be modified is:



MAKE IT HAPPEN, MEASURE RESOURCE

- Management competences
- Resources competences
- Communication and negotiation competences
- Technical skills and competences

LET'S EVALUATE IT - FEEDBACK (15 MINS)

Invite participants to make a short reflection and provide some comments about:

- How challenging was it to define all the resources needed to run your proposal?
- How challenging was it to find alternatives to solve the limitations?
- What about the competences needed? Is it easy to accomplish all those competencies for developing an idea and overcoming challenges?

FEEDBACK FROM THE FACILITATOR

It is important to remember that effective resource management and dealing with uncertainty are ongoing processes in all kinds of projects, initiatives, or companies. It is relevant to regularly review and adjust your strategies based on changing circumstances and new information. Sometimes we will have to make the most of limited resources, so it is important to always be able to adapt, have a flexible way of working, and find alternatives. Numerous competencies are essential for ensuring a comprehensive strategic vision, yet as individuals, we cannot replicate the entirety of this expertise. Then, additionally, we can seek advice from experts and mentors to gain insights and refine your approach.

On the other hand, there are other recommendations as:

- Develop a mindset of resilience and adaptability,
- Be opened to change and willing to adjust your strategies when faced with uncertainty.
- Invest in personal development, including emotional intelligence, problem-solving skills, and stress management, to better handle challenging situations.

Recommended: Workshop Facilitator(s) can prepare a PowerPoint Presentation with key lesson from this workshop, key competencies to success. etc.

SLOGAN / MOTIVATIONAL PHRASE

FLEXIBILITY AND THE CORRECT MANAGEMENT OF RESOURCES WILL LET US SHAPE OUR ACTIONS!

OBSERVATIONS/SUGGESTIONS

1. This tool explores some techniques based on problem solving and flexibility. Participants are invited to force their creativity to find alternative solutions.
2. The process of reflection in this tool is crucial for comprehending the complexity of resource management. It needs a strategic, flexible approach and the cultivation of strategic plans to ensure a successful outcome. The reflective phase may extend in duration if the workshop facilitator intends to delve more deeply into issues or wishes to obtain individual feedback from each participant.
3. To provide additional insights, case studies serve as illuminating examples, bringing light on the challenges encountered by a company or project and the creative solutions devised in the context of resource utilization and availability. Moreover, participants can be encouraged to share their own personal experiences, further enriching the discussion.

<p>COMPETENCE AREA</p>	<p>OVERVIEW</p>
<p>Resources</p>	<p>In this engaging activity, participants will gain a clear understanding of the importance of financial and economic literacy in shaping the success of a proposal, project, or business. Through a team game, participants will dive into the world of numbers, create a fundamental budget, and navigate challenges that require innovative thinking, decision-making, and the ability to explore alternatives. Developing financial and economic literacy is an ongoing educational journey that should commence as early as possible, especially for those aspiring to lead and manage activities or projects effectively.</p>
<p>GROUP SIZE</p> <p>110-12 participants but it can be extended to larger groups too.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> • To develop a fundamental understanding of financial planning and concepts, including budgeting, management, decision-making, and leadership. • To enhance participants' decision-making skills related to financial and economic issues in an initial stage of a project. • To enhance participants' understanding of the dynamics of the marketplace and changing environments and empower them to cultivate their own problem-solving skills and adeptness in managing risks associated with economic challenges.
<p>TIME</p> <p>1 hour 40 minutes</p>	<p>PREPARATION & DESCRIPTION</p>
<p>COMPETENCE</p> <p>Financial and economic literacy</p>	<p>PREPARATION</p> <ul style="list-style-type: none"> • Participants can be split into groups, (it is recommended to have approximately 4-5 members per group), assuring at least 3 different groups. There may be some tables and chairs to sit down and develop the activity. • They will play a Game, so they will come into the mood of a contest where each team will try to reach the biggest quantity of medals.
<p>MATERIALS</p> <ul style="list-style-type: none"> • flipchart, • paper, markers and post-its • template of budget (can be printed or digital if it is preferred to work with laptops) 	<p>DEVELOPMENT</p> <p>CONTEXTUALIZATION: (5 MINUTES)</p> <p>Improving financial and economic literacy is essential for making informed decisions and managing personal and professional finances effectively, especially if you are an entrepreneur or you wish to develop an entrepreneurial idea. Let's go for a short dynamic that will test our basic economic skills! This is a contest, and your teams have the opportunity to reach for the stars if you proceed correctly in your budgeting process. So, please, before starting we need a name for each team! (Provide 2-3 minutes to each team and ask them to share the name they chose).</p> <p>FIRST STEP: (45 MINUTES): DEFINING AND BUDGETING!</p> <p>Each team will have an activity to develop. It may be a basic activity, to start with something simple. The facilitator can decide to propose the same kind of activity to all the groups or propose a different activity to each. Examples of possible activities are as follows, but any other one can work:</p> <ul style="list-style-type: none"> • Organise a sports event in a big town during the weekend. • Organise a Fair of organizations (cultural and social topics).



BUDGETING

The facilitator can share the topics of each team aloud so everybody will know the main topic that each team will be developing. The same with the medals.

a) Definition of the dimension and structure of our activity (15 minutes):

- Each team, once they know the kind of activity they are going to develop, will take some minutes to define what exactly they are going to do, always having in mind the economical dimension of the project. They are the financial department of the Organizer institution, so they must dimension all what can mean a cost to develop a successful activity.
- They may think about all kinds of economic resources they can need to cover: possible speakers, materials, spaces, renting technological materials, equipment, etc.

Guide the groups and evaluate after the 15 minutes if they correctly defined a complete proposal and its relative costs. If they do, he/she will provide the medal sharing aloud to all the teams! Good job!

b) Develop the budget (15 minutes):

- So, as the activity is already defined, now it is time to grow a basic budget that includes the costs related to its development. There are different samples of basic budgets, but here there is one example that can be used. The facilitator can decide to bring a template more complex or simplified, according to the level or age of participants. It is important that the cost calculator is COHERENT, and participants may pay attention to real market cost, review the internet, or have some references to consider one cost or another.

On the other page you can find a simplified version of a template created and shared together with this tool.

c) Define the funds (15 minutes):

Now it is time to define where the funds will come from. The budget sample includes a list of potential funders. This list will help teams identify where they can get funding. Your task is to create a prioritized list, starting with the most important funder as number 1, followed by 2, 3, and so on. This list will show the potential funders for the activity in order of importance. They must be realistic, can be considered calls for applications, institutions, private or public funds, etc.

SECOND STEP: (35 MINUTES): FACING CHALLENGES!

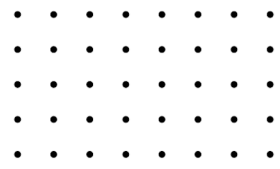
d) Your biggest funder (10 minutes):

Facing challenges is a common part of the journey, making things less easy. Currently, we're confronted with our initial challenge: the primary funder source that each team counted on in their funders list (previous task) has vanished. Those things happen in reality!

This means we must revisit our budget and explore new funding possibilities to cover this gap. We might need to identify alternative sources or reevaluate potential funders. It's an opportunity to find creative solutions and determine who else might be able to cover these expenses or discover alternative options.

d) 40% of budget (10 minutes): the second challenge is here: for several reasons our budget does not get the external support we were expecting, and we need now to reduce it by 40%

BUDGETING



(we can consider then just the 60% of the original budget). We can apply this reduction in any of the cost categories, in all of them, just in part of them, it is up to each project. The reduction may be defined coherently and assuring that the goals of the activity will be anyway accomplished.

e) Alternative budgeting (10 minutes):

Perhaps some teams have already explored resources that come at no cost, such as support from social institutions or the use of public spaces. However, if any team has not yet considered these options, now is the perfect opportunity to explore alternative sources of support that can help offset some of our expenses. They will have 10 minutes to think about those options, or maybe decide not to consider them. So, the question will be: would you consider alternative resources with no cost for this proposal?

e) The prizes! (5 minutes):

To inject some excitement and really capture that competitive spirit in the workshop, the leader can now start tallying up each team's medal count. We'll keep track of these on a flipchart posted on the wall for everyone to see. But that's not all – let's add some extra fun by awarding special prizes to some or all the teams, depending on the number of participants. Here are some examples that you can easily customize:

- The Coherence Champion: This prize goes to the team with the most tightly and well-structured budget.
- The Diversity Dynamo: for the team with the widest range of funders in their budget.
- The Innovation budget: recognizing the team that comes up with the most innovative budget, taking into account the nature of the costs and the types of funders involved.

LET'S EVALUATE IT - FEEDBACK (15 MINS)

Invite participants to make a short reflection and provide some comments about:

- How complex was it to define the activity, costs and funders?
- How challenging was it to overcome the difficulties that we found?
- Do you consider those situations can come up in real life when developing an activity?

FEEDBACK FROM THE FACILITATOR

To develop economic and financial literacy is a fundamental skill to empower entrepreneurs to manage resources, navigate challenges, and position the project / business for sustainable growth. Weaknesses in this area are quite common. Therefore, it is crucial to receive training in economic literacy to effectively manage the financial aspects of our activities. The acquisition of this knowledge is a long journey, and it is also connected with learning about effective decision-making, resource management, risk management, market understanding, etc. Getting this economic and financial literacy can also mean to train negotiation skills, financial communication, and specially the capacity to adapt to change. So, it is an essential competence to face any kind of financial situation. We may potentiate this knowledge.

SLOGAN / MOTIVATIONAL PHRASE

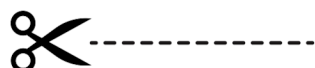
MEASURE THE NUMBERS TO HAVE A GOOD MEASURE OF RESULTS!



BUDGETING

OBSERVATIONS/SUGGESTIONS

1. This tool explores some techniques based on analyzing economic challenges, financial decision-making or analyzing the marketplace.
2. The facilitator can decide to propose the same activity to all the teams, so it will be easy to compare how the same action can be developed so much differently according to the different teams. This can be an interesting topic to analyze in the reflection moment.
3. The facilitator can provide longer time for each task if needed. This helps to explore certain actions more thoroughly or lets participants spend extra time to get a better result. Remember, even though this tool is mainly for thinking, giving more time can make participants' thoughts even better.



BUDGET TEMPLATE

Nº	DESCRIPTION OF THE COST	COST PER UNIT	NO OF UNIT	TOTAL	DONOR1	DONOR 2	DONOR 3	OWN FUNDS	OTHER	Observations
1	COST CATEGORY 1			SUBTOTAL						
1.1				0						
1.2				0						
2	COST CATEGORY 2			SUBTOTAL						
2.1				0						
2.2				0						
3	COST CATEGORY 3			SUBTOTAL						
3.1										
3.2										
4	COST CATEGORY 4			SUBTOTAL						
4.1										
4.2										
				SUBTOTAL	0	0	0	0	0	

CONTAGIOUS PASSION

10

COMPETENCE AREA

Resources

OVERVIEW

This workshop is designed to help participants recognize the importance of communication as a vital and central part of any project, business, or initiative. Effective communication plays a crucial role in achieving success. It enables you to convey your message clearly, captivate your audience, inspire, and establish trust, and forge emotional connections with others. This workshop will encourage active communication and collaborative development of persuasive skills.

GROUP SIZE

10-12 participants but it can be extended to larger groups too.

OBJECTIVES

- To understand the basics of communication and the importance of effective communication in any context.
- To enhance participants' put into practice their verbal communication skills as well as their empathy and emotional intelligence, that will foster the effects of their speech. They will practice how to structure an effective speech to reach specific goals.
- To facilitate participants' understanding and practical application of persuasion techniques, negotiation skills, and leadership abilities in the context of defending a specific argument or idea.

TIME

1 hour
40 minutes

PREPARATION & DESCRIPTION

COMPETENCE

Mobilizing others

PREPARATION:

- Participants will be split into groups, (it is recommended to have approximately 4-5 members per group), assuring at least 3 different groups. There may be some tables and chairs to sit down and develop the activity. The materials for preparing the presentations may be in a different table where anyone can have access.

MATERIALS

- flipchart,
- paper, markers and post-its
- any other possible material for the elevator pitch (color paper, scissors, sticker...)

DEVELOPMENT

CONTEXTUALIZATION: (5 MINUTES)

It is obvious that communication is a key skill for any action, but especially when it comes to entrepreneurship. Effective communication ensures that your message is clear and easy to understand. When people can easily grasp your ideas and intentions, they are more likely to be inspired by them. So, with this activity we will train our capacity to make a clear and direct message, to convince, to inspire and transfer our passion to our audience (enhancing empathy). We will work as well with dialogue and argumentation, to convince others.

Let's train our communication skills!

FIRST STEP: (45 MINUTES): THE PLAN OF YOUR DREAMS, HERE WE ARE!

a) Design the activity and how to communicate it (30 minutes): Each team will have to define a concrete proposal and prepare an elevator pitch for "The best weekend plan with a budget of xxx € (per person)"! (This is an option, but the facilitator can propose another topic, that may have a huge diversity of responses). Teams will have to consider diverse elements to present their idea as:

- a slogan
- activity description
- location / duration



CONTAGIOUS PASSION

- added value
- other?

Participants may consider that they must convince during their elevator pitch (1,5 minutes max) that their proposal is the best idea. They can use any technique: just one speaker voice, a performance, theatre, dance, drawings, etc. (There will be extra materials that participants can use to prepare their speech).

It would be interesting to advance that the next step will be to have a common dialogue to debate among proposals, so participants can have in consideration the elements that will be evaluated later. The main criteria to be considered are:

1. Accessibility
2. Creativity / difference value
3. cost-quality
4. social responsibility / sustainability

b) Develop the elevator pitch (15 minutes)

It is time to defend each idea. It is suggested to give 1,5 - up to 2-3 minutes per idea. The shorter the better. Participants may be indicated to be clear, convincing, talk from emotions, and share their personal point of view (personal experiences) to get closer to the audience. There will be an order of presentation, and the facilitator can provide some very short feedback afterwards to reinforce the main elements of effective communication.

SECOND STEP: (40 MINUTES): ARMAMENTARIUM! DEFEND YOUR IDEA!

c) Prepare the arguments that make your idea the best (15 minutes): Now, it's time to prepare arguments to support your idea in front of the other teams. At this point, all teams are aware of each other's ideas, and they can:

- Compare their proposal with others.
- Develop persuasive arguments to demonstrate that their idea is the strongest.

As indicated before, the criteria considered for the argumentation will be based on:

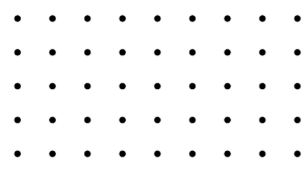
1. Accessibility
2. Creativity / difference value
3. Cost-quality
4. Social responsibility / sustainability

b) Develop the argumentarium action (25 mins)

Coordinate the "Argumentarium", or an open space of dialogue where each team will defend their idea. There will be some rules:

- a) The facilitator will open one topic (of the 4 indicated criteria), and then each team will have the chance to talk and defend their arguments (Why their proposal is the most accessible for all targets, which is the creative element that is included, why it is the most cost-quality balanced, etc.).
- b) Each team will have a principal speaker; even later other members of the team can interact with the rest. (All in an order).
- c) Participants cannot take the word for longer than a minute
- d) once all the teams have expressed their added value, any other team can take the word and interact again.

CONTAGIOUS PASSION



- e) Once someone is talking the rest may respect and keep silent.
- f) respectful, coherent, and responsible talk.

One by one the facilitator will open the 4 topics and will give space to argument. After the 4 topics are done, the facilitator will decide when the argumentarium is done.

LET'S EVALUATE IT - FEEDBACK (15 MINS)

Invite participants to make a short reflection and provide some comments about:

- How was it to prepare the elevator pitch and define the added value of their idea?
- How challenging was the open dialogue?
- Was it easy to find arguments and defend them in front of other ideas?

FEEDBACK FROM THE FACILITATOR

Communication skills are crucial for inspiring and promoting the enthusiasm of others because they enable you to convey your message clearly, engage your audience, build trust, motivate, and connect with people on an emotional level. Whether you're a leader, a teacher, a salesperson, or anyone seeking to inspire and enthuse others, strong communication skills are essential for achieving your goals.

It is not easy, and we must fight in a competitive context, so we must put all our efforts to bring not just good ideas, but be able to "communicate them", and argue about why it is the best option.

We must be able to inspire, transfer our passion and demonstrate how effective our message is, and how effective and clear our proposal is. Continuous practice and self-awareness are key to becoming more effective in communication, persuasion, and negotiation. Additionally, adapting your approach based on the specific situation and individuals involved is essential for success.

SLOGAN / MOTIVATIONAL PHRASE

TELL IT WITH EMOTION, AND IT WILL BE UNDERSTOOD!

OBSERVATIONS/SUGGESTIONS

1. This tool explores some techniques based on storytelling or effective communication.
2. Both the topic of the proposals and the criteria to be defended in the open dialogue can be changed, according to the facilitator's criteria. The topic especially, is not relevant, it just may be an open option that can get a lot of different alternatives or answers.
3. The facilitator can provide longer time for each activity if he/she considers so. And, the last feedback dialogue can take longer, to analyze deeper the relevance of Communication as a skill.



INITIATIVE IN ACTION

11

OVERVIEW

During the "Initiative in Action" workshop, young people will experience being on a journey to become proactive members of their communities through different case scenarios. Through collaborative discussions and hands-on activities, participants will learn to identify opportunities where they can take initiatives for the future. Participants in the workshop will foster critical thinking, teamwork skills as they are analyzing real-world scenarios together, identifying opportunities, and planning out steps to make a positive impact in the personal level and in their local communities.

OBJECTIVES

- To enable participants to recognize opportunities for taking initiative in various contexts, fostering personal responsibility and active engagement in their communities.
- To engage participants in analyzing different scenarios, encouraging them to think critically to find innovative solutions, initiate processes that create value and take up challenges.
- To encourage participants to act and work independently to achieve goals and carry out planned tasks reflect on their situations and learn both individually and from their peers, fostering a spirit of continuous learning.

INTRODUCTION AND ICEBREAKER (15 MINUTES)

- Begin with introductions and a quick icebreaker to get the group comfortable.
- Introduce the concept of "Taking Initiative" and discuss why it's important.

UNDERSTANDING "TAKING INITIATIVE" (30 MINUTES)

- Ask participants to write their definition of "taking initiative" on an index card.
- Participants share their definitions. Discuss similarities and differences, and collaboratively develop a group definition by using an open group discussion.

GROUP ACTIVITY: SCENARIO ANALYSIS (45 MINUTES)

- Divide participants into small groups and hand each group a scenario card.
- Each group discusses their scenario and identifies opportunities to take initiative, as well as potential outcomes of doing so.
- Each group then plans a course of action that involves taking initiative.

PRESENTATION AND DISCUSSION (30 MINUTES)

- Each group presents their scenario, their identified opportunities for initiative, and their action plan in a few steps.
- Then there will be a facilitation of a discussion after each presentation, allowing participants to ask questions and share their thoughts.

PERSONAL REFLECTION (20 MINUTES)

- Ask participants to reflect on a time when they took initiative or when they could have done so.
- If they're comfortable, participants can share their experiences with the group.

COMPETENCE AREA

Into Action

GROUP SIZE

10-24 participants.

TIME

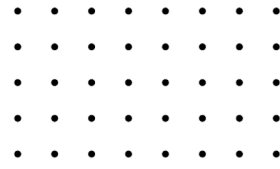
3 hours (approx.)

COMPETENCE

Taking Initiative

MATERIALS

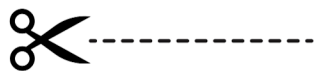
- Flip chart and marker pens
- Index cards or small pieces of paper
- Pens/pencils for participants
- Scenario cards (each card should describe a situation that require initiative)



INITIATIVE IN ACTION

WRAP-UP AND TAKEAWAYS (20 MINUTES)

- Revisit the group definition of taking initiative and discuss how their understanding may have evolved throughout the workshop.
- Discuss practical ways participants can take initiative in their daily lives, in school, or at work.
- Ask participants to commit to one action they will take after the workshop to practice taking initiative.



HANDOUT FOR FACILITATOR

Each scenario presents a situation where initiative could be taken to address a challenge or improve a situation. The scenarios are intentionally left open-ended to encourage creativity and varied solutions.

SCENARIO 1: SCHOOL PROJECT

"You've been assigned a group project at school about the environment protection topic. The project is due in two weeks. Your group has had one meeting, but no one has taken the lead, and there are no clear next steps."

SCENARIO 2: COMMUNITY ISSUE

"You've noticed a lot of litter in your local park. It seems like it's getting worse each week. The park is a place where you and your friends hang out, and you don't like seeing it in such a state."

SCENARIO 3: SPORTS TEAM

"You are part of a school sports team. Lately, the team's morale has been low as you've lost a few matches in a row. No one is stepping up to encourage or motivate the team."

SCENARIO 4: PART-TIME JOB

"You work part-time in a local café. You've noticed that during peak hours, the process of serving customers is quite chaotic, causing delays and some unhappy customers. You have some ideas on how to improve the process."

SCENARIO 5: SCHOOL CLUB

"You are a member of a school club, and you've realized that many people in the school don't know about the club or its activities. You think the club could attract more members and achieve more with greater visibility."





INITIATIVE IN ACTION

OBSERVATIONS/SUGGESTIONS

1. To use various methods and make the workshop more interesting, the facilitator can use online tool Mentimeter about the first part of the workshop to ask participant what they understand with Taking Initiative
2. Also, the facilitator may think to use some PowerPoint Presentation by end of the workshop to explain in deep the elements that compose the competence "Taking Initiative" (Initiate processes that create value, take up challenges, act and work independently to achieve goals, stick to intentions, and carry out planned tasks and threads: take responsibility, work independently, act)

PLAN, MANAGE, SUCCEED: A BUSINESS SIMULATION

12

COMPETENCE AREA

Into Action

GROUP SIZE

10-20 participants

TIME

1 Approximately 3.5 - 4 hours, including a short break among two parts of the workshops

COMPETENCE

Planning & Management

MATERIALS

- Flip chart and marker pens
- Pre-made Business Scenario Cards (each card should outline a unique business idea)
- Pens/pencils
- "Resource tokens" (these can be simple pieces of colored paper or other small items)

OVERVIEW

The "Plan, Manage, succeed: A Business Simulation" workshop immerses young participants in an exciting, hands-on entrepreneurial experience in planning and management. Working in teams, they navigate through simulated business challenges, enhancing their skills in planning and management using Canvas Business model. Through interactive activities utilizing business scenario cards and resource tokens, participants develop adaptable and sustainable business ideas. The session culminates with reflective discussions, equipping them with insights to better understand real-world entrepreneurial ventures.

OBJECTIVES

- To enhance participants' understanding of efficient resource management and allocation.
- To practice identifying, organizing, and using resources effectively in response to business requirements and unexpected market changes, promoting sustainable business practices.
- To learn how to create clear, achievable business goals and plans by identifying the necessary steps and resources needed to realize their business ideas.

DESCRIPTION OF THE TOOL

INTRODUCTION (15 MINUTES)

- Begin with a brief introduction of the workshop's goal and an icebreaker activity.
- Introduce the competencies of Planning and Management and discuss their importance in entrepreneurship.

BUSINESS SIMULATION INTRODUCTION (15 MINUTES)

- Explain the rules of the business simulation: Each group will receive a Business Scenario Card and a set number of resource tokens. Their task is to create a business plan for their scenario, manage their resources, and navigate any challenges that arise.
- Explain Canvas Business model (simplified version) with examples

GROUP ACTIVITY: BUSINESS PLANNING (60 MINUTES)

- Divide participants into small groups and distribute the Business Scenario Cards and resource tokens.
- Groups work together to create a business plan, considering factors like product/service design, target audience, marketing, and resource allocation.

MID-POINT CHECK-IN (15 MINUTES)

- Groups briefly share their business ideas and how they've allocated their resources.
- Facilitator presents a "market change" or "unexpected challenge" that groups must adapt to (for example, a shift in consumer trends, a resource shortage, or a new competitor).
- Group Activity: Adapting and Managing Change (60 minutes)
- Groups revise their business plans to respond to the new challenge, manage their remaining resources, and ensure their business can succeed despite the unexpected change.



PLAN, MANAGE, SUCCEED: A BUSINESS SIMULATION

GROUP PRESENTATIONS (45 MINUTES)

- Each group presents their original business plan, how they managed their resources, the impact of the unexpected challenge, and how they adapted to it. They are invited to present in an innovative manner, creating the attention of the rest of the participants and showing how interesting and representative the business plan is.
- Facilitate a discussion after each presentation, allowing participants to ask questions and share feedback.

REFLECTION AND WRAP-UP (30 MINUTES)

- Participants reflect on the experience, discussing what they learned about planning and management.
- Discuss how these skills can be applied in real-life situations beyond entrepreneurship.
- Ask participants to share one key takeaway from the workshop.

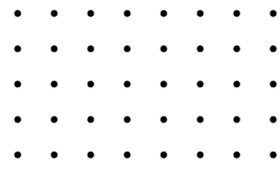
SLOGAN / MOTIVATIONAL PHRASE

"DARE TO DREAM, READY TO ACHIEVE!"

"IDEATE, INNOVATE, ELEVATE!"

OBSERVATIONS/SUGGESTIONS

- The facilitator can consult the following website for free examples: <https://www.thepowermba.com/en/blog/business-model-canvas>
- Use simple example in order participants understand better how to use the Canvas Business Model



PLAN, MANAGE, SUCCEED: A BUSINESS SIMULATION



HANDOUT 1

Each of these cards presents a unique business idea and invites participants to think through the planning and management tasks required to make the idea a success. They're designed to prompt creative and strategic thinking.

BUSINESS SCENARIO CARD 1

Eco-Friendly Clothing Line "Your team has identified a gap in the market for fashionable, affordable, and eco-friendly clothing. You have access to environmentally friendly materials and local tailors who can manufacture the clothes. How will you plan and manage this venture?"

BUSINESS SCENARIO CARD 2

Mobile Library "Your community has a passion for reading, but no local library. Your team has an idea to start a mobile library - a van filled with books that travels around the community. What steps do you need to take to get this project off the ground, and how will you manage it once it's running?"

BUSINESS SCENARIO CARD 3

Vegan Fast-Food Restaurant "Fast food is popular in your city, but there are few options for vegans. Your team wants to open a vegan fast-food restaurant. How will you plan the setup of this business and manage its operations?"

BUSINESS SCENARIO CARD 4

Tech Tutoring for Seniors "Many older adults in your community struggle with using technology, from smartphones to social media. Your team plans to start a business offering tech tutoring services for seniors. How will you plan this venture and manage the various aspects of the service?"

BUSINESS SCENARIO CARD 5

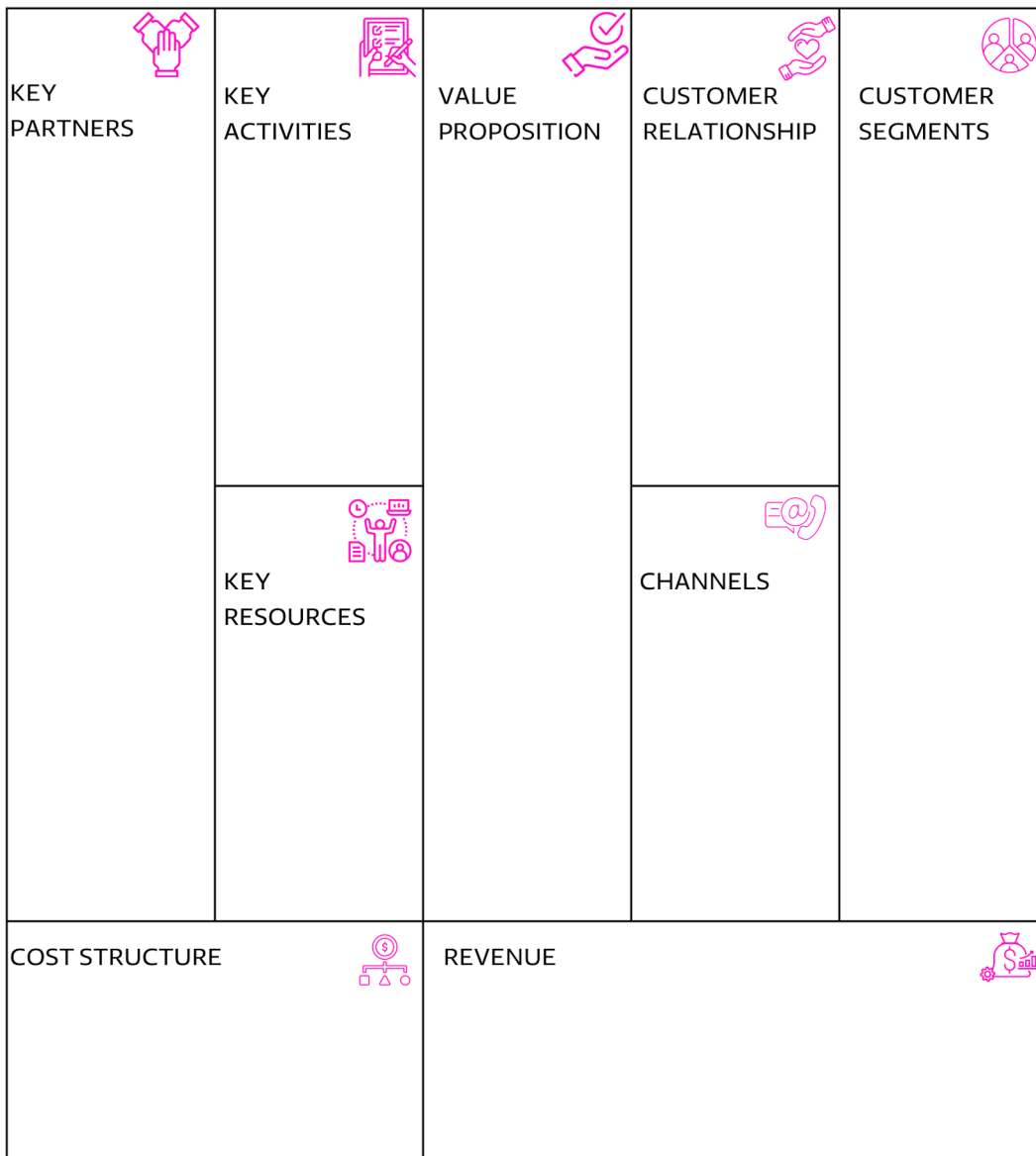
Adventure Tourism Agency "Your city is located near some beautiful natural features, but there aren't any companies offering adventure tours (kayaking, hiking, rock climbing, etc.). Your team sees an opportunity to start an adventure tourism agency. How will you plan and manage this business?"



PLAN, MANAGE, SUCCEED: A BUSINESS SIMULATION



HANDOUT 2 THE BUSINESS MODEL CANVAS – FOR PARTICIPANTS



PLAN, MANAGE, SUCCEED: A BUSINESS SIMULATION



HANDOUT 3

THE BUSINESS MODEL CANVAS – FOR THE FACILITATOR



Source: <https://litslink.com/blog/a-complete-guide-to-business-model-canvas#benefits-of-using-business-model-canvas>

NAVIGATING THE ENTREPRENEURIAL LANDSCAPE - TAKE A STEP FORWARD

13

OVERVIEW

This activity simulates the entrepreneurial journey, highlighting the various factors and challenges that may affect a person's chances of success in diving into a start-up experience. In this activity, participants take on roles related to entrepreneurship and move forward depending on their resources, opportunities, and challenges. This exercise will help participants understand the diversity of circumstances that can affect a young entrepreneur's journey. They step into different situations, which highlight the varying opportunities and obstacles faced by young aspiring entrepreneurs.

OBJECTIVES

- To provide a deep understanding among participants about the multifaceted factors that dictate success in the entrepreneurial sphere stressing external and internal influences that can either foster or hinder a start-up's growth.
- To nurture imaginative and analytical competencies in participants, helping them navigate potential situations and decisions they might encounter while running a business in their local communities.
- To raise awareness about the unique set of challenges and opportunities that young individuals, especially those from disadvantaged backgrounds, encounter in the entrepreneurial landscape.
- To foster empathy and inclusivity by encouraging participants to analyze and understand the diverse range of experiences and perspectives that exist within the entrepreneurial ecosystem.

PREPARATION

- Read the instructions carefully. Review the list of "situations and events" and adapt it to the group that you are working with.
- Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier; cut out the strips, fold them over, and put them in a hat.

INSTRUCTIONS FOR THE FACILITATOR

- Create a calm atmosphere. Ask the participants for silence.
- Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
- Invite them to read carefully what is on their role card.
- Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their business idea:

1. What kind of business do you want to start? Why did you choose this business?
2. What is your background? What skills and experiences do you have that are relevant to your business?
3. What resources do you have to start your business? What resources do you lack?
4. What are your hopes and fears for your business?

COMPETENCE AREA

Into Action

GROUP SIZE

10-20 participants

TIME

1 hour
30 min

COMPETENCE

Coping with ambiguity, uncertainty, and risk

MATERIALS

- An open space (a corridor, large room, or outdoors)
- Role cards

NAVIGATING THE ENTREPRENEURIAL LANDSCAPE - TAKE A STEP FORWARD

- Now ask people to remain silent as they line up beside each other (like on a starting line)
- Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
- Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
- At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing in plenary.

DEBRIEFING AND EVALUATION

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?
- How Culture impacts our decision toward entrepreneurship or new ideas to start up-s? Can you bring examples?
- Do you know where to direct for support if you have any business ideas?

SLOGAN / MOTIVATIONAL PHRASE

"EVERY STEP COUNTS: SHAPE YOUR ENTREPRENEURIAL DESTINY!"

OBSERVATIONS/SUGGESTIONS

1. The presented situation can be adapted by the facilitator. These situations and events are meant to highlight different areas where privilege and access to resources can affect someone's ability to become an entrepreneur. They can help participants to reflect on their own advantages and disadvantages, and to consider the challenges that others may face in starting a business.
2. Facilitator can decide to use an open group discussion or to split participants in small groups and let them discuss different questions.

NAVIGATING THE ENTREPRENEURIAL LANDSCAPE - TAKE A STEP FORWARD



HANDOUT 1 - EXAMPLES OF ROLE CARDS AND SITUATIONS FOR THE ENTREPRENEURSHIP CONTEXT

ROLE CARDS

You're a young entrepreneur from a wealthy family. Your family has a long history in the business world, and they are supportive of your start-up idea.

You're an immigrant who's recently moved to a new country. You have a great business idea, but English is your second language

You're a young woman from a small town with a passion for technology. However, people around you discourage women from entering the tech field.

You're a college dropout with an innovative idea but have a huge student loan debt.

You're a young person with a disability with a revolutionary product idea, but you struggle to make people see beyond your disability.

You're a young person from a disadvantaged neighborhood. You have a unique business idea but lack access to resources and support.

You're a young entrepreneur with a successful start-up, but you suffer from mental health issues due to stress and overwork.

You're a young person from a rural area. You have an excellent idea for an agriculture-based business but lack access to modern technology and internet connectivity.

Teen Innovator, you are a high school student who has come up with a ground-breaking business idea. However, balancing schoolwork and entrepreneurship is proving to be a challenge.

Recent Graduate with Limited Network, you are a recent graduate with a fresh perspective and innovative ideas, but you lack a professional network and industry experience.

Young Artist Turning Passion into Business, you are a young artist trying to turn your passion into a sustainable business. However, you face challenges in market understanding and financial management.

Digital Nomad, you are a young digital nomad venturing into the entrepreneurial world with a tech-savvy approach but finding a stable base and reliable team members is a struggle.

Young Environmental Activist with a Green Business Idea, you are a young environmental activist planning to start a sustainable business. Though you have a clear vision, securing funding and convincing investors is tough.

Young Parent Juggling Family and Business, you are a young parent with a business idea that could potentially change the industry. However, balancing family responsibilities and business demands is increasingly difficult.

Young Person with a Social Enterprise, you are a young person aiming to start a social enterprise to address community issues. However, you face challenges in blending profitability with social impact.

Young Innovator from a Remote Area, you are a young innovator from a remote area, with a business idea that can uplift your community. However, connecting with mentors and investors who understand your context is difficult.

Undergraduate Student with a Tech Start-up Idea, you are an undergraduate student with a promising tech start-up idea. However, you face challenges in time management and accessing industry networks.

NAVIGATING THE ENTREPRENEURIAL LANDSCAPE - TAKE A STEP FORWARD



HANDOUT 2 - SITUATIONS AND EVENTS

1. You have access to start-up capital (from family, savings, etc.).
2. You have mentors or advisors who are experienced entrepreneurs.
3. You are fluent in English and can communicate your ideas effectively.
4. You have a solid network of supportive friends and family.
5. You have a strong academic background in business.
6. You have a business partner or co-founder to share responsibilities.
7. You have access to quality internet and modern technology.
8. You can afford to fail and start again.
9. You have a physical workspace for your business.
10. You have access to local and international markets.
11. You have good mental and physical health.
12. You have experience working in a start-up or business before.
13. You are not burdened by any major debts or loans.
14. You have a community that supports and respects your business idea.
15. You have access to entrepreneurship training or resources.
16. You are familiar with the legal and bureaucratic aspects of starting a business.
17. You can hire and pay for skilled staff.
18. You have won a grant or competition for your start-up idea.
19. You have the time to fully dedicate to your start-up.
20. You are not facing any form of discrimination in the business world.

BUILD A START-UP - TEAM CHALLENGE

14

OVERVIEW

In this activity, participants will be given a business challenge that they need to solve as a team. The exercise focuses on fostering teamwork, communication, problem-solving, and negotiation skills, which are essential for working in an entrepreneurial setting.

OBJECTIVES

- To develop participants' understanding of the importance of teamwork and communication in a business setting.
- To practice negotiation and problem-solving skills while working in a team of young people.
- To stimulate creativity and innovative thinking for young people.

INSTRUCTIONS

- Divide the participants into small teams of 3-5 people. Explain that they are going to work as a team and encourage participants to think outside the box and come up with innovative solutions as a team. Remind participants to make sure everyone in their team has a chance to contribute during the brainstorming session. During the group discussion, highlight the importance of teamwork, communication, and negotiation in a business setting.
- Present the challenge: "Imagine you're a team in a start-up. You've been given the task to develop a new product/service that solves a current societal problem (e.g., plastic waste, food security, digital privacy, etc.) in an innovative way."
- Each team will have 30 minutes to brainstorm and come up with a solution. They should consider the problem, the potential users, how their product/service will solve the problem, and how it will be marketed.
- At the end of the brainstorming session, each team will have 5 minutes to present their idea to the group. They should focus on the problem, their solution, and why they believe it will be successful. They may then highlight the innovative and essential part of their idea.
- After all teams have presented, have a group discussion about the experience. Participants can contribute to others' ideas, complement, share insights, or experiences they know, to contribute to a good and dynamic discussion.

DEBRIEFING AND EVALUATION

- How did you decide on the problem to solve and the solution?
- How well did your team work together? Were there any conflicts? If so, how were they resolved?
- Were your ideas heard by other members of the group?
- Were you open to other ideas?
- How did your team manage the time limit?
- What skills did you utilize in this activity? How are they relevant in a business setting?

SLOGAN / MOTIVATIONAL PHRASE

"UNITING IDEAS, CREATING SOLUTIONS"

COMPETENCE AREA

Into Action

GROUP SIZE

It is for groups of
12-24 participants.



TIME

1.5 - 2 hours

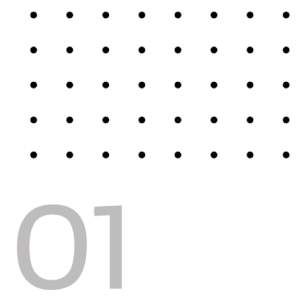
COMPETENCE

Ethical &
Sustainable
Thinking

MATERIALS

- Pens and papers for each team.
- Flipchart or whiteboard to present the challenge.
- Timer to keep track of the time.

BUILD A START-UP - TEAM CHALLENGE



OBSERVATIONS/SUGGESTIONS

1. The challenge can be adapted based on the participants' interests or current business trends.
2. This activity can be adopted for the entrepreneurship context by focusing on the importance of team collaboration, communication, and problem-solving.
3. You can adjust the time limit based on the number of participants and their experience level.
4. The facilitator should stress on the importance of how to work together and co-operate with others to develop ideas and turn them into action. Also, the importance of networking and how to face competition positively when necessary. Facilitator might use as final input by the end of the workshop introduction of 5 stages of team development:
 - Forming – Getting projects started
 - Storming – It's inevitable, there's going to be conflict
 - Norming – Finding the rhythm
 - Performing – High-performance is the name of the game
 - Adjourning – Success! You made it.



BUILD A START-UP - TEAM CHALLENGE



HANDOUT 1 - FOR PARTICIPANTS

Participants are invited to select a challenge it exists in their community, or they can use one of the following examples below:

Climate Change Mitigation - Develop a service or product that helps in reducing the carbon footprint of individuals or corporations.

Mental Health Support - Create a platform or tool that provides effective and accessible mental health support, especially catering to the increasing number of individuals experiencing pandemic-induced stress and anxiety.

Online Education Enhancement - Develop a tool or platform that addresses the gaps in online education, providing a more holistic and engaging learning experience for students of various age groups.

Digital Information Verification - Create a tool that helps in combating misinformation by verifying the credibility of digital content (like news articles, social media posts) in real-time.

Affordable Healthcare Solutions - Create a service or product that makes healthcare more affordable and accessible, focusing on telemedicine or innovative healthcare technologies.

Urban Greening - Develop a product or service that promotes urban greening, helping cities become more sustainable and improving the quality of life for urban residents.

Waste Management and Recycling - Create a business that focuses on innovative waste management and recycling solutions, targeting specific types of waste like e-waste, plastics, or organic waste.

Elderly Care and Social Connection - Develop a platform or service that addresses the growing isolation and care needs of the elderly population, possibly through technology-enhanced social connections or healthcare solutions.

Smart Agriculture - Develop a business that focuses on smart agriculture solutions, helping farmers to increase productivity and sustainability through innovative technologies and practices.

BUILD A START-UP - TEAM CHALLENGE

01

GROUP PRESENTATIONS (45 MINUTES)

- Each group presents their original business plan, how they managed their resources, the impact of the unexpected challenge, and how they adapted to it. They are invited to present in an innovative manner, creating the attention of the rest of the participants and showing how interesting and representative the business plan is.
- Facilitate a discussion after each presentation, allowing participants to ask questions and share feedback.

REFLECTION AND WRAP-UP (30 MINUTES)

- Participants reflect on the experience, discussing what they learned about planning and management.
- Discuss how these skills can be applied in real-life situations beyond entrepreneurship.
- Ask participants to share one key takeaway from the workshop.

SLOGAN / MOTIVATIONAL PHRASE

"DARE TO DREAM, READY TO ACHIEVE!"

"IDEATE, INNOVATE, ELEVATE!"

OBSERVATIONS/SUGGESTIONS

- The facilitator can consult the following website for free examples: <https://www.thepowermba.com/en/blog/business-model-canvas>
- Use simple example in order participants understand better how to use the Canvas Business Model



BUILD A START-UP - TEAM CHALLENGE



HANDOUT 1

Each of these cards presents a unique business idea and invites participants to think through the planning and management tasks required to make the idea a success. They're designed to prompt creative and strategic thinking.

BUSINESS SCENARIO CARD 1

Eco-Friendly Clothing Line "Your team has identified a gap in the market for fashionable, affordable, and eco-friendly clothing. You have access to environmentally friendly materials and local tailors who can manufacture the clothes. How will you plan and manage this venture?"

BUSINESS SCENARIO CARD 2

Mobile Library "Your community has a passion for reading, but no local library. Your team has an idea to start a mobile library - a van filled with books that travels around the community. What steps do you need to take to get this project off the ground, and how will you manage it once it's running?"

BUSINESS SCENARIO CARD 3

Vegan Fast-Food Restaurant "Fast food is popular in your city, but there are few options for vegans. Your team wants to open a vegan fast-food restaurant. How will you plan the setup of this business and manage its operations?"

BUSINESS SCENARIO CARD 4

Tech Tutoring for Seniors "Many older adults in your community struggle with using technology, from smartphones to social media. Your team plans to start a business offering tech tutoring services for seniors. How will you plan this venture and manage the various aspects of the service?"

BUSINESS SCENARIO CARD 5

Adventure Tourism Agency "Your city is located near some beautiful natural features, but there aren't any companies offering adventure tours (kayaking, hiking, rock climbing, etc.). Your team sees an opportunity to start an adventure tourism agency. How will you plan and manage this business?"

EXPERIENTIAL INSIGHTS: DISCOVERING THROUGH DOING

15

COMPETENCE AREA

Into Action

OVERVIEW

This workshop is designed to immerse participants in a practical exercise that will challenge their communication skills, their observation skills, and their ability to reflect upon and learn from experiences.

GROUP SIZE

Suitable for groups of 12-24 participants

OBJECTIVES:

- To enhance participants' ability to understand and assume different roles within a negotiation process.
- To help participants see why learning from experience is a great way to grow and improve.
- To develop participants' marketing and observational skills and ability to give constructive feedback.
- To encourage reflection on personal experiences and facilitate the transfer of workshop learnings to real-life scenarios.

TIME

1 hour
30 minutes

DESCRIPTION OF THE TOOL

COMPETENCE

Self-awareness and self-efficacy

INTRODUCTION AND ICEBREAKER (15 MINUTES)

- Instruct participants that they will engage in an exercise designed to promote learning through experience.
- Ask participants to stand up and move around the room, aiming to learn something new from the environment or from one another.
- After 10 minutes, recall the group and ask a few volunteers to share what they discovered and discuss how frequently they learn new things in their daily lives.

MATERIALS

- Papers,
- markers
- post-its

ROLE-PLAY EXERCISE (45 MINUTES)

- Divide participants into triads and assign roles: Seller, Buyer, and Observer.
- Seller: Aims to sell a suggested product (e.g., pens, newspapers) by leveraging communication skills.
- Buyer: Needs convincing about the value and utility of the product.
- Observer: Monitors the negotiation process, noting key takeaways and areas for improvement.
- Each negotiation round should last approximately 3 to 4 minutes.
- Once all rounds are completed, participants should have experienced each role. Give time for participants to prepare their roles.

REFLECTION AND DISCUSSION (30 MINUTES)

Have participants spend 2 minutes individually reflecting on their experiences in each role.

Lead a group discussion with the following prompts:

- How did you feel during the process?
- Which role did you find the most challenging and why?
- Observers, what patterns or behaviors stood out to you during the negotiations?
- What are your main takeaways from this exercise?
- Can you recall a moment in your life when you learned a valuable lesson from a similar experience?



EXPERIENTIAL INSIGHTS: DISCOVERING THROUGH DOING

OBSERVATIONS/SUGGESTIONS

It can be useful to force 2 groups to negotiate with the same "product" to check if the "selling" process is similar, if the arguments used by the sellers are common, etc. Then, the conductor of the activity can share the insights with participants and explain how the same product can be "sold" by different arguments, as surely, they will not be the same. This brings us to the "marketing strategies" that we can have to reach our goals in our entrepreneurial process.

WHERE DO YOU STAND - ETHICS AND SUSTAINABILITY DEBATE? 16

COMPETENCE AREA

Ideas & Opportunities

GROUP SIZE

12-24 participants.

TIME

1 hour
30 minutes

COMPETENCE

Ethical and Sustainable Thinking

MATERIALS

- Flip chart or whiteboard
- for noting down key points
- Sticky notes
- Markers.

OVERVIEW

Participants are challenged to explore the balance between ethical considerations and business sustainability. Divided into teams, they debate controversial statements centered on the realities and dilemmas faced in modern entrepreneurship. Through this debate experience, participants not only sharpen their argumentative skills but also dive deep into the significance of ethics and sustainability in today's business landscape. They discuss tough topics like making money versus helping the planet. Through these discussions, they learn about the importance of doing business in the right way and thinking about the future.

INSTRUCTIONS

- Divide the participants into two teams. Each team will represent a different side of a debate statement.
- Provide the controversial statements related to ethics and sustainability in entrepreneurship. Some examples could include:
 1. "Profit should be the primary objective of any business, even if it means compromising on sustainability."
 2. "In a competitive market, ethical considerations can be a luxury that start-ups cannot afford."
 3. "Sustainable practices in business are just a marketing strategy and do not lead to real change."
- Each team will have a set amount of time to prepare their arguments. Encourage them to think of real-world examples and evidence to support their stance.
- Conduct the debate. Each team gets a set amount of time to present their arguments and rebut the other team's points.
- After the debate, have a group discussion about the topics. Ask participants to share their personal viewpoints, how the debate might have challenged their pre-existing beliefs, and what they learned.

DEBRIEFING AND EVALUATION

- Discuss how ethics and sustainability are integral to modern entrepreneurship.
- Reflect on the importance of considering different perspectives when dealing with ethical and sustainability issues.
- Discuss how the participants felt during the debate. Did they find it challenging to argue for a side they might not personally agree with?

SLOGAN / MOTIVATIONAL PHRASE

DEBATE TODAY, SHAPE TOMORROW
ETHICS & SUSTAINABILITY: EVERY VOICE COUNTS

OBSERVATIONS/SUGGESTIONS

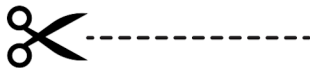
1. Tips for Facilitators:

- Ensure that the debate remains respectful and focused on the issues rather than personal beliefs.



WHERE DO YOU STAND - ETHICS AND SUSTAINABILITY DEBATE?

- Encourage critical thinking and the use of evidence-based arguments.
- Facilitate the post-debate discussion in a way that ensures everyone's voice is heard.
- This activity should stimulate thoughtful conversation about ethical and sustainable practices in business, helping participants to develop a better understanding of these important issues.
- This exercise can be conducted even in the big group, not in teams, where participants discuss their point of view on the topic. Please note that these statements are designed to stimulate discussion and do not necessarily reflect factual truths.



Handout - FOR THE FACILITATOR

More controversial statements that could stimulate debate on ethics and sustainability in entrepreneurship:

1. "It is impossible to have a completely ethical supply chain in a globalized economy."
2. "Entrepreneurs should focus on profit maximization first; ethical considerations and sustainability should come later."
3. "Businesses should be legally required to allocate a certain percentage of their profits towards environmental conservation and social welfare."
4. "In developing countries, businesses should be allowed to bypass some environmental regulations for economic growth."
5. "Artificial intelligence and automation, while efficient, are fundamentally unethical as they lead to job losses."
6. "Entrepreneurs cannot afford to prioritize sustainability in the early stages of their business."
7. "Ethical consumerism is a myth; most consumers prioritize price over sustainable and ethical"
8. "Corporations are more capable of addressing climate change than governments are."

EMPOWERING YOUTH THROUGH ENTREPRENEURIAL EDUCATION

17

COMPETENCE AREA

Ideas and Opportunities

OVERVIEW

This session is designed to develop in participants a deep understanding of the critical role entrepreneurial education plays in shaping the youth. Through interactive exercises, participants will explore the holistic approach of entrepreneurial education, understanding its foundations, and recognizing its potential in creating future entrepreneurs.

GROUP SIZE

12 to 24 participants

OBJECTIVES

- To reflect on entrepreneurial education's role in youth development using non-formal education approaches.
- To engage in mind mapping to generate ideas and understand foundational knowledge, skills, and attitudes vital for young people in entrepreneurial education.
- To explore the holistic spectrum of entrepreneurial education and its related key concepts.
- To discuss the transformative power of entrepreneurial education in developing youngsters' mindsets, equipping them with necessary skills and knowledge to make meaningful contributions in contemporary society.

TIME

2 hours

COMPETENCE

Spotting Opportunities

STEP 1

Icebreaking and introduction (10 minutes): Begin with a brief introduction of the session.

STEP 2

Engage participants in a mind-mapping activity where they write "entrepreneurial education" at the center and branch out with words they associate with it. Ask some participants to share what they wrote (20 minutes).

MATERIALS

- Large sheets of paper or flip charts
- Markers
- Sticky notes

STEP 3

Arrange different quotes on entrepreneurial education on the floor. Use the "Silent Floor" method, guiding participants to stand by the quote they resonate most with. Leave space for participants to add their own quotes if they wish.

Facilitate a discussion around their chosen quotes and understand their perspectives. (20 minutes).

STEP 4

Divide participants into four groups, assigning each group one of the following topics (25 minutes):

- Group 1: Knowledge imparted by entrepreneurial education
- Group 2: Skills honed through entrepreneurial education
- Group 3: Attitudes and values fostered by entrepreneurial education
- Group 4: Youth workers' role in entrepreneurial education

STEP 5

Reconvene in a plenary setting and engage in a feedback session based on group presentation and discussions. (25 minutes)



EMPOWERING YOUTH THROUGH ENTREPRENEURIAL EDUCATION

STEP 6

Conclude by discussing the multifaceted benefits of entrepreneurial education, emphasizing its role in preparing youth for future uncertainties, fostering creativity, instilling problem-solving skills, developing resilience, and promoting positive change. (20 minutes)

SLOGAN / MOTIVATIONAL PHRASE:

"IGNITE THE ENTREPRENEURIAL SPIRIT; NURTURE IT WITH KNOWLEDGE."

"ENTREPRENEURIAL EDUCATION: BEYOND BUSINESS, IT'S A LIFE'S JOURNEY."

OBSERVATIONS/SUGGESTIONS

1. Facilitators should come prepared with concrete examples of entrepreneurial education in practice. Facilitators are free to introduce other relevant and inspiring quotes. Facilitator can bring other inspirational quotes he/she thinks are appropriate. Suggested literature: https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf
2. Entrepreneurial competencies. Framework outlining some key entrepreneurial competencies and their relation to cognitive and non-cognitive competencies. Adapted from (Lackey, 2014). Definition on entrepreneurial education: "Content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes" (Danish Foundation for Entrepreneurship 2012)

Further reading recommendation: [OECD's Entrepreneurship in Education](#)

EMPOWERING YOUTH THROUGH ENTREPRENEURIAL EDUCATION



HANDOUT - QUOTES TO BE USED FOR THE SILENT FLOOR EXERCISE:

- "In the classroom of entrepreneurship, every challenge is a lesson, every failure a steppingstone."
- "Entrepreneurial education doesn't just teach you to run a business; it teaches you to run life with resilience and vision."
- Entrepreneurship is not only about starting a business. It also means acquiring the skills and competences associated with the ability to tackle problems with a variety of methodologies and inter-disciplinary approaches.
- Entrepreneurship education is teaching entrepreneurship as a competence (knowledge, skills, and attitudes) to provide students with the necessary tools to be responsible and enterprising individuals with the aim to create value in any context.
- "To ignite the entrepreneurial spirit, fuel it with knowledge and education."
- "Education is the bedrock upon which entrepreneurial dreams are built and innovations come to life."
- "Entrepreneurship is the art of finding profitable solutions to problems. Education gives you the palette and the tools."
- "Entrepreneurship isn't just about making money; it's about making a difference. Education lights that path."

BUSINESS BLUEPRINT: DECODING TYPES AND MODELS

18

OVERVIEW

This workshop aims to guide young participants through the maze of business classifications. The workshop is tailor-made for the curious youth eager to explore beyond the typical, into the vast landscape of business structures and types. The activity offers a blend of hands-on research, collaboration, and creative expression where young people will journey through various business models and their nuances.

OBJECTIVES

- To enable participants to understand and distinguish various types of business classifications
- To empower participants with the foundational knowledge of distinct business structures, laying the groundwork for future entrepreneurial endeavors or informed career choices.
- To facilitate interactive discussions and collaborative activities, ensuring young individuals not only learn about but actively engage with, and contextualize the roles and impacts of different business models in real-world scenarios.

DESCRIPTION

STEP 1

Icebreaking and Introduction (10 minutes)

- Introduce the topic and objective of the workshop. Inform participants they are going to do collage activity. Distribute materials (old magazines, markers, scissors, glue).

STEP 2

Group Activity - Research and Collage Creation (90 minutes)

- Divide participants into 5 groups. Assign each group 3 types of businesses. Instruct groups to research their assigned business types online.

Task for groups:

1. Briefly describe each type of business based on their nature, function, ownership, size, or even their goals.
 2. Provide real-world examples (it can be found on the internet or personal experience).
- Once the research is done, groups should create a collage to represent their findings.
 - Each group presents their collage and findings to the larger group.

STEP 3

Debriefing and Reflection (20 minutes)

The facilitator presents a concise overview of the business types through a presentation.

Facilitators facilitate a discussion with the following questions:

- What did participants learn?
- What surprised them?
- Any business types they'd like to explore further?

SLOGAN / MOTIVATIONAL PHRASE

"EXPLORING BUSINESS LANDSCAPES, BUILDING KNOWLEDGE TOGETHER!"

COMPETENCE AREA

Resources

GROUP SIZE

12 to 24 participants

TIME

2 hours

COMPETENCE

Financial & Economic Literacy

MATERIALS

- Old magazines
- Scissors
- Markers
- Flipcharts
- Glue
- Internet access (laptops/tablets)
- Printer (for reference materials)

SS BLUEPRINT: DECODING AND MODELS

01

OBSERVATIONS/SUGGESTIONS

1. Consider using digital tools like PADLET for a more environment friendly approach and interactive experience.
2. A PowerPoint Presentation at the end can delve deeper into select business types, offering clarity and answering questions.
3. Ensure participants cite the sources from where they gather information during research.
4. Facilitators can pre-select specific business types if they feel some are more relevant or educational for their audience, for example what is a social enterprise, what is a nongovernmental organization, what is a start-up etc.

Suggested source to be used: Social enterprise <https://www.youtube.com/watch?v=1ecKK3S8DOE>



HANDOUT FOR FACILITATOR

Sole Proprietorship: The simplest form of business, owned and operated by one individual. The owner is directly responsible for all assets, liabilities, and operations of the business.

Corporation: A business entity that's separate from its owners. It can enter contracts, sue, be sued, and is responsible for its own debts.

Limited Liability Company (LLC): Combines elements of partnerships and corporations. Owners have limited personal liability for business debts.

Franchise: An agreement that allows individuals to run their own branch of a larger company using the company's business model, brand, and support.

Start-up: A new business venture in the early stages of its operations. Start-ups are usually innovative and aim for rapid growth, often in tech industries.

Social Business: A business that has specific social objectives. While they aim to make profits, the primary goal is to benefit society, either through their products/services or using their profits.

Angel Investors: Individuals who provide capital for a business start-up, usually in exchange for ownership equity or convertible debt. They often provide more than just money; they may also offer managerial expertise or industry connections.

E-Commerce Business: Businesses that operate online and engage in the buying or selling of goods or services over the Internet.



BUSINESS BLUEPRINT: DECODING TYPES AND MODELS



HANDOUT FOR FACILITATOR -CONTINUED

Service Business: Provides intangible products, like expertise, rather than physical goods. Examples include consulting firms, salons, repair shops, and schools.

Manufacturing Business: Buys products in raw form and makes finished products, which are then sold to consumers or other businesses.

Distributor: A business that buys products from a manufacturer or wholesaler and sells them to consumers or retailers.

Retailer: Sells directly to consumers, whether it's in a physical location or online.

Cooperative (Co-op): Owned and operated by its members for their benefit. Each member contributes equity capital and shares in the control of the firm based on one-member, one-vote principle.

Non-profit Organization: Operates for a purpose other than profit, such as charity, education, or advocacy.

B2B (Business-to-Business): Firms that sell products or services to other businesses.

B2C (Business-to-Consumer): Businesses that sell directly to individual consumers.

COMPETENCE AREA

OVERVIEW

Resources

In today's dynamic entrepreneurial world, understanding oneself is essential. This workshop is developed around the holistic understanding of personal entrepreneurial competencies, combining the heart, head, and hand - attitude, knowledge, and skills. Through this, participants will be introduced to the EntreComp framework, a critical tool for budding entrepreneurs.

GROUP SIZE

12-24 participants

OBJECTIVES

- To facilitate participants in reflecting and recognizing their entrepreneurial competencies.
- To encourage creative thinking and deeper understanding of the relationship between knowledge, skills, and attitudes in entrepreneurship.
- To present in a friendly way EntreComp framework for young minds and to encourage peer learning and discussion through shared personal reflections.

TIME

2 hours

INSTRUCTIONS

COMPETENCE

Self-awareness and self-efficacy

STEP 1: SETTING THE STAGE (40 MINUTES)

- Initiate the session by inviting participants in a brainstorming on competence concept. Introduce the triangle concept of competence – knowledge, skills, and attitude, emphasizing their interrelation.

MATERIALS

- Paper and pens
- Projector
- EntreComp Flower visual aids (printed copies)

STEP 2: MAPPING PERSONAL COMPETENCIES (50 MINUTES)

- Direct participants to sketch a human figure. Ask them to introspect and annotate their entrepreneurial competencies on the drawing:
 1. Brain = Knowledge
 2. Heart = Attitudes
 3. Hands = Skills
- After individual introspection, form pairs and encourage them to share and discuss their illustrations.

STEP 3: UNPACKING THE ENTRECOMP FRAMEWORK (60 MINUTES)

- Pre-set three distinct stations around the room, each themed on one of the EntreComp areas:
 - Station 1: IDEAS & OPPORTUNITIES
 - Station 2: Resources
 - Station 3: Into Action
- Divide the participants into three groups. Each group rotates among the stations every 20 minutes. At each station, facilitators expound on the specific competence area, elucidating the competencies with tangible examples and methods to nurture them.

STEP 4: REFLECTION AND FORWARD PATH (30 MINUTES)

- Bring all participants in the plenary. Lead a guided discussion to help participants reflect the insights from the session.

Questions for debriefing:



JOURNEY THROUGH ENTRECOMP

- Which entrepreneurial competence resonated most with you and why?
- How has your understanding of 'competence' evolved after this session?
- Which aspect of the EntreComp framework was new or surprising to you?
- How do you plan to nurture and apply your entrepreneurial competencies in real-life scenarios?

SLOGAN / MOTIVATIONAL PHRASE

"DISCOVER YOURSELF, DESIGN YOUR ENTREPRENEURIAL PATH."

OBSERVATIONS/SUGGESTIONS

1. Consider integrating real-life stories or case studies during the EntreComp framework explanation to make concepts relatable.
2. Post-session, a handout summarizing the EntreComp framework could be beneficial for participants' future reference.
3. Facilitators should be well-acquainted with the EntreComp framework and be prepared with relevant examples and exercises for deeper participant engagement.

BUILD YOUR OWN SOCIAL ENTERPRISE

20

COMPETENCE AREA

Into Action

GROUP SIZE

Suitable for groups of 12-24 participants

TIME

2 hours
20 minutes

COMPETENCE

Taking Initiative

MATERIALS

- Flip chart
- Markers
- Pens
- Colorful paper
- A4 paper

OVERVIEW

Participants will engage in an interactive session aimed at fostering creativity, encouraging teamwork, and understanding the main pillars of establishing a social enterprise. By the end of the session, teams will conceptualize a social enterprise and present it, receiving feedback for improvement and gaining a practical understanding of the social entrepreneurship landscape.

OBJECTIVES

- To equip participants with the ability to brainstorm and generate unique solutions, focusing on the societal needs that a social enterprise can address.
- To encourage out-of-the-box thinking, pushing participants to explore innovative ideas beyond conventional models on social enterprise.
- To enable participants to grasp the fundamentals of social enterprises, distinguishing them from traditional businesses.
- To train participants to articulate and present their entrepreneurial ideas confidently, ensuring clarity and effective communication.

INSTRUCTIONS

STEP 1: ICEBREAKING AND INTRODUCTION (10 MINUTES)

- Introduce the session's aim.
- Encourage participants to share examples of known social enterprises to set context.

STEP 2: CREATE YOUR OWN SOCIAL ENTERPRISE (60 MINUTES):

- Split participants into small teams (3-4 members each).
- Distribute handouts, flipchart papers, and markers.
- Instruct teams to brainstorm and design a social enterprise, using the following guiding questions:

Questions for the handouts:

WHAT? – What is your enterprise's core offering?

WHY? – What societal need does it address? Why is it innovative?

HOW? – What resources are needed? What's the launch strategy and slogan?

WHEN? – Timeframe for launching and potential evolution.

WHERE? – Scope of the enterprise (local, national, international) and potential external resources.

STEP 3. PRESENTATION & PEER FEEDBACK (35 MINUTES):

- Teams present their social enterprise ideas.
- Facilitate a Q&A after each presentation, allowing for constructive feedback.

STEP 4. DEBRIEFING & REFLECTION (35 MINUTES):

- Initiate a discussion about the group dynamics, the creation process, societal impact, and individual contributions.
- Explore feelings about feedback and the potential reality of these enterprise ideas.
- Conclude with acknowledgment of everyone's contributions and a round of applause.



BUILD YOUR OWN SOCIAL ENTERPRISE

SLOGANS/INSPIRATIONAL EXPRESSIONS

"CREATING IMPACT, ONE IDEA AT A TIME."

"SOCIAL ENTERPRISE: WHERE PASSION MEETS PURPOSE."

OBSERVATIONS/SUGGESTIONS

- This session complements theoretical modules on social enterprise, bridging knowledge with hands-on experience. For optimal impact, conduct this after a foundational understanding of the concept has been established using exercise 18. It seamlessly ties in with other related exercises, ensuring continuity in the learning process.
- Also, the facilitator may think to use a video explaining what a social enterprise is to remind participants about the concept of social enterprise.
- Suggested video: <https://www.youtube.com/watch?v=1ecKK3S8DOE&t=7s>

BIOGRAPHIES

05

ANA MULLANJI - AUTHOR

Ana Mullanji is the Executive Director and one of the funders of Beyond Barriers Association since 2004. Ms Mullanji holds a BA in Social Sciences and an MSc in European Project Management (Firenze-IT), alumna of numerous Council of Europe youth work and youth policy programmes and an expert with over 17 years of experience in the CSO sector and youth work. Ana is a freelance trainer in non-formal education and human rights, SALTO-SEE Accreditor, Expert Consultant and Senior Trainer in Youth@work Strategic Partnership on Employment and Entrepreneurship which is led by 11 National Agency of EU and 5 SALTO-s, financed from the European Commission.

Ana specialise in fields such as, volunteering infrastructure, culture diversity, intercultural learning, employability skills and youth entrepreneurship, active citizenship and active youth participation, non-formal learning and youth policy development. For several years she is also directing the work of BBA as Contact Point Office for Erasmus+ and ESC programmes in Albania, while offering support, information and training to all interested beneficiaries in the country.



ALICIA CARPIO OBRÉ - AUTHOR

Alicia is a social consultant that holds a degree in Communication with a specialization in Development and Social Science, boasting over two decades of experience in the social sector, with a particular focus on youth work. She has honed her expertise in Social Entrepreneurship, gender equality, and Social Innovation, utilizing these tools to foster positive social impacts on society. In her roles as a project manager, trainer, and facilitator, Alicia is currently engaged in collaborating with various entities and developing training programs and projects on the European stage, with a primary objective of fostering a more tolerant, inclusive, and respectful society.



GORDANA MANDIC RADOSAVLJEVIC - CONTRIBUTOR

Gordana Mandic Radosavljevic is a project manager and CEO of Association Light from Sabac, Serbia, with a track record of developing and implementing impactful programs and manuals that address the specific needs of youth as a target population related mainly to topics of employability and entrepreneurship. She has been more than a decade engaged in data analysis for researches in the field of youth work and building innovative youth programs. Gordana has experience in establishing policies and procedures to ensure youth program efficiency and compliance. Author of more than 20 granted projects and around 10 research papers with a capacity for direct work with young people as a trainer in programs of non-formal education. She has a proven ability to establish and maintain strong community partnerships, resulting in increased collaboration and support for youth programs by making long-lasting connections between youth, stakeholders, and the business sector.



GLOSSARY

COMPETENCE

In the context of the EntreComp framework, competence is understood as a set of knowledge, skills and attitudes.

ENTREPRENEURSHIP

Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.

LEARNING OUTCOMES

Learning outcomes are statements of what a learner knows, understands and can do after completion of learning. Such statements can be designed and used for educational planning and curriculum development or for different types of accountability such as legal accountability or professional accountability.

STAKEHOLDERS

Stakeholders are individuals, groups and organisations with direct and indirect interest in value-creating activity and its impact.

VALUE CREATION

Value creation is the outcome of human activity to transform purposeful ideas into action which generates value for someone other than oneself. This value can be social, cultural or economic.



Manual on Youth Entrepreneurship

