Activity title	Supporting NEETs in Project Development
Topic	Supporting NEETs
Aim	The aim of the session is to enhance participants' soft skills, focusing on communication, problem-solving, adaptability, resilience, leadership, and collaboration within the context of sustainable businesses.
Target group	The target group for this session is teachers or educators who provide support and guidance to youth. These teachers play a crucial role in assisting young people who may face challenges in accessing traditional education or employment opportunities.
Duration	4 hour
Objective/ Learning objectives	- Develop communication skills, including crafting effective elevator pitches and engaging in active listening exercises. - Enhance problem-solving skills and critical thinking abilities through SWOT analysis and solution-focused communication. - Cultivate adaptability and resilience by exploring failure narratives and discussing strategies for overcoming setbacks. - Build leadership and management skills, such as effective communication, motivation, decision-making, conflict resolution, and team motivation. - Foster collaboration skills through group exercises targeting real-world business challenges in the realm of sustainable entrepreneurship, focusing on teamwork, communication, and synergy.
Needed materials	Location Projector Laptop Papers

	Writing utensils

Steps for implementation	**Session Overview: / 10 minutes**
	
	The 'Supporting NEETs in Project Development' session starts with a short introduction, where all participants will be introduced together to the general information they need to know about the topic.
	Then a brief outline of what will be covered in the session will be given. This will be presented to the participants using a Power Point presentation.
	The outline will be structured as follows:
	• Establsihing eco-businesses
	   • Task description
	   • Group task
	      • Brainstorming
	      • Presentation
	      • Reflection
	• Map local players in eco-entrepreneurship and prepare for incubation.
	   • Task description
	   • Group task
	      • Brainstorming
	      • Presentation
	      • Reflection
	• Methods for supporting young people
	   • Task description
	      • SWOT
	      • Case Study
	   • Group task
	      • Group Discussion
	      • SWOT
	      • Presentation
	      • Reflection
	• Methodologies for enhancing soft skills among NEETs
	   • Developing Communication Skills
	   • Networking Skills Development
	   • Problem Solving and Critical Thinking
	   • Adaptability and Resilience
	   • Leadership and Management Skills
	   • Collaboration Skills
	
	After a brief introduction and according to the lesson plan, we will go through the topics in turn and give the participants a deeper insight. A

Power Point presentation will be prepared to facilitate the visual understanding and assimilation of the topics.

Establsihing eco-businesses / 80 perc

Task description /15 min
A 10-minute presentation will start with an introduction to the eco-entrepreneurs mentioned earlier, their importance and their role in environmental and social terms. The speaker is free to introduce the topic, but the following concepts should be reviewed

Firstly, the facilitator will give an overview of the objectives of the group task, emphasising the importance of identifying local resources and linkages to support eco-enterprises. Facilitators are given a free hand to explain this, but it is important to highlight the following:

- - What local resources can be made available to entrepreneurs?
- - Why is it important to look at local resources?
- - What environmental challenges might the local community face that eco-businesses can address?
- - Why is it important to look at the environmental challenges faced by the local community and how eco-businesses can contribute to solving them?
- - Why is it important to recognise what support schemes are available for eco-businesses, such as financial support or mentoring?

In addition, they explain the criteria for selecting potential partners (stakeholders), as this will be important for the participants in the group work.
The facilitator will also have a free hand here in order to provide the most specific assistance to the group. Which can be a globally consistent aspect:

- the expertise
- the availability
- alignment with project objectives
- compatibility of objectives and values
- experience

Participants can be told how supporting eco-entrepreneurship initiatives and addressing environmental challenges can have a significant positive impact in their communities. Here are some examples to help:
1. Job creation and economic development: the creation of eco-businesses can create new jobs for local communities, contributing to economic development.
2 Environment and sustainability: through their activities, eco-businesses can actively contribute to the protection and sustainability of the local environment.

3 Strengthening community cohesion: Supporting and participating in such initiatives can strengthen the cohesion of community members around shared values.

4 Awareness and education: programmes and initiatives organised by eco-businesses can help to raise environmental awareness and educate people about sustainability.

5 Encourage innovation and development: Such initiatives can stimulate innovation and the development of new solutions to environmental challenges.

Group task

25 minutes / After a short overview, the facilitator will divide the participants into groups of 4-5 people. It is important to group people as diversely as possible, so that each group has the most diverse experience and knowledge possible.

When the groups are formed, the facilitator distributes 1 A2 white sheet of paper and a pair of coloured markers to each group. They will be able to write down their ideas and results on this paper.

The facilitator will then ask 6 questions to which each group will have to respond in a joint brainstorming session, according to the following criteria:

- resources
- partners
- network of contacts/human resources
- environmental benefits
- social utility

The questions that the facilitator should ask the participants are:

- "What local organisations or businesses have experience in environmental protection or sustainability?"
- "Are there government agencies or non-profit organizations that provide funding or support for eco-entrepreneurship initiatives?"
- "Who are the key individuals or experts in your community who can serve as mentors or advisors to NEETs interested in eco-entrepreneurship?"
- "Are there any educational institutions or training centres that offer courses or workshops on eco-entrepreneurship?"
- "How could local community resources be harnessed to promote sustainable entrepreneurship?"
- "How could environmental and social organisations be linked to develop eco-enterprises?"

All these questions and additional questions, ideas and solutions that come up during the brainstorming should be written down on paper by the participants in the form of a mindmap.

30 minutes / When they have done all this, each group has 10 minutes to present the results of their discussion to the larger group. They can do this either by using the mindmap or by other means. The point of the presentation is for the groups to share their insights and noteworthy findings.

At the end of each presentation, the other participants will have the opportunity to ask any questions they may have about the presentation or to add their ideas. If there are no questions, the facilitator must ask at least 2 substantive questions related to the presentation. You will have 5 minutes for this.

In the meantime, it is important that the facilitator takes notes (either on a whiteboard or to himself/herself) of the most important moments, so that at the end of the presentations, they can be listened to and re-accustomed by the participants.

10 minutes / After the presentations and the main ideas, the facilitator will lead a reflection exercise, asking the participants questions such as:

- What impact can the use of local resources have on supporting eco-enterprise initiatives?
- How can eco-businesses address environmental challenges in their communities?
- How can local resources contribute to the development and sustainability of eco-enterprises?
- How can local connections help eco-enterprises to enter the market and develop business networks?
- What role can eco-businesses play in addressing environmental problems and sustainable development of local communities?
- How can eco-businesses be linked to local environmental and sustainability initiatives?

The aim is to encourage participants to go deeper into the topic and to explore issues that they may have overlooked or that will help them in the future through a larger collective brainstorming session.

Map local players in eco-entrepreneurship and prepare for incubation / 80 min

Task description /15 min
In the second part, facilitators will explain the importance of identifying and categorising local actors related to eco-enterprises. First, the facilitator will provide a broader introduction to the topic, which again will not be strictly defined, the instructor can decide how to introduce the topic. However, what is important is to be discussed:

- Why is the identification and categorisation of local actors related to eco-businesses important for understanding the business environment?

- How can the identification and categorisation of local actors related to eco-businesses help to develop and support eco-businesses?
- How can an eco-business benefit from reviewing the resources and relationships available in the local community?
- What criteria can be used to categorise local actors linked to eco-enterprises?
- How can identifying and categorising local actors linked to eco-enterprises contribute to building a wider network of eco-enterprises?

Group task

25 minutes / After a short overview, the facilitator will divide the participants into groups of 4-5 people. It is important to group people as diversely as possible, so that each group has the most diverse range of experience and knowledge.

When the groups are formed, the facilitator will give each group an A2 sheet of paper and markers on which they can write their thoughts and results while carrying out the task. This can be replaced by a digital map platform. More information on this can be found here: https://www.youtube.com/watch?v=HABZ0Fu_EI4

(A digital map platform can have advantages:

A digital mapping platform is an online service or application that allows users to navigate, search and share information on interactive maps. These platforms usually offer users various features such as:

1.

2. Navigation and route planning: users can perform route planning to find the fastest or most optimal routes to their destinations.

3. Display point data and locations: mapping platforms allow users to display different points, locations and information on the map.

4 Community features: some platforms allow users to share location shares, ratings and reviews with other users.

5 Embeddable features: Furthermore, these mapping platforms can often be embedded into websites or mobile apps to integrate interactive maps.

These digital mapping platforms can be used for a wide range of applications, whether it is for providing tourist information, finding local businesses or presenting urban development plans.

A few platforms you might want to use: OpenStreetMap, Mapbox, HERE WeGo)

They will start by mapping the different local actors involved in eco-enterprise, including businesses, organisations, entrepreneurs, experts and government agencies. All of these are categorised and listed on the resulting sheet of paper, based on their role, contribution and relationships within the eco-enterprise system.

The categories can be as follows:

- Eco-friendly businesses (e.g. organic farms, sustainable fashion brands)
- Environmental organisations (e.g. conservation groups, recycling initiatives).
- Government agencies (e.g. environmental departments, economic development agencies).
- Educational institutions (e.g. universities, vocational schools offering green technology programmes)
- Individual experts or mentors (e.g. environmental consultants, successful eco-entrepreneurs).

Participants will discuss and analyse the relationships and interactions between the different actors, identifying potential synergies and opportunities for cooperation.

Meanwhile, the facilitator's role is simply to assist the groups with 1-1 guided questions, if he/she feels it is necessary.

30 minutes / When all this is done, each group has 10 minutes to present the outcome of their discussion to the larger group. They can do this by using the mindmap they have to present so that the other participants can see the results of the group not only aurally but also visually. The point of the presentation is for the groups to share insights and noteworthy findings.

At the end of each presentation, the other participants will have the opportunity to ask any questions they may have about the presentation or to add their ideas to those presented. If there are no questions, the facilitator should ask at least 2 substantive questions related to the presentation. You will have 5 minutes for this.

In the meantime, it is important that the facilitator takes notes (either on a whiteboard or to himself/herself) of the most important moments, so that at the end of the presentations, they can be listened to and re-accustomed by the participants.

10 minutes / After the presentations and the main ideas, the facilitator will lead a reflection exercise, asking the participants questions such as:

- How can concrete partnerships be established between local eco-businesses and environmental organisations to achieve common goals?
- What are some concrete projects or initiatives that have been proven to promote cooperation between eco-businesses and local communities?
- How could support from local governments or regional development agencies be harnessed to promote eco-business and sustainable development?

- What concrete tools and platforms could be developed to facilitate communication and cooperation between eco-businesses and local communities?
- What are the specific areas or environmental problems that local eco-businesses and local actors could focus on in their cooperation to effectively respond to environmental challenges?

The aim of this is to encourage participants to go deeper into the topic and to explore, through a larger collective brainstorming session, issues that they may have overlooked or that will help them in the future.

Methods for supporting young people /

Terms of reference
10 minutes / Facilitators will first explain the concept of SWOT analysis, stressing its importance in project development in the context of eco-enterprise as follows:

SWOT concept:
SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is a strategic analysis method that helps individuals, businesses or organizations to identify and evaluate their strengths, weaknesses, opportunities and threats.

1. 1. RelevanceA SWOT analysis helps you to thoroughly assess the situation: assessing strengths and weaknesses can help you understand what an organisation excels at and where further improvements or improvements are needed. This process allows for more effective strategies to be developed and goals to be improved.
2. Supporting strategic decisions: by identifying strengths and opportunities, the organisation is able to take advantage of the opportunities, while identifying weaknesses and threats allows it to manage risks and prepare for potential problems.
3. 3. Self-reflection tool: the SWOT analysis helps the organisation to assess its own performance and position in a given market or environment, which can contribute to internal improvements and increase effectiveness.

Why is it important in pre-cell development?
In project development, SWOT analysis can be an important tool to promote the effectiveness and successful implementation of projects. SWOT analysis can help project management and project participants to gain an overview of the project environment, internal resources and potential challenges. Here are some reasons why SWOT analysis is important in project development:

Project preparation and planning: SWOT analysis helps project teams to get a comprehensive picture of the project context and environment. By taking advantage of strengths and opportunities and identifying weaknesses and threats, project teams can be better prepared to plan the project and develop appropriate strategies.

Developing details. This can help to better understand and develop project objectives and expectations.

Risk management: a SWOT analysis helps to identify risks and threats to the project and can prepare project teams in advance for potential difficulties or problems. This allows proactive measures and strategies to be developed to minimise risks and increase effectiveness.

Strategic decision making. This will enable more successful project implementation and more effective achievement of project objectives.

How can it be used for eco-enterprises?

For eco-businesses, SWOT analysis can be a powerful tool to analyse the environmental sustainability and competitiveness of a business. Here are some ways in which eco-businesses can use SWOT analysis:
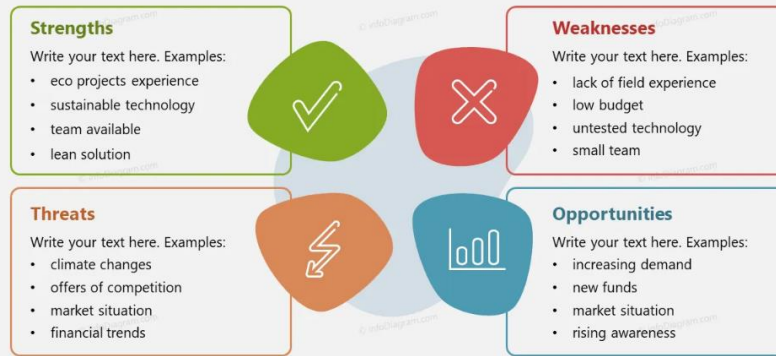
1. 1. Leveraging strengths: Eco-businesses have the potential to leverage their resources and positive attributes, such as innovation, green technologies and ethical business practices. SWOT analysis can help to identify strengths and leverage them effectively to gain a competitive advantage.
2. 2. Identify and address weaknesses. SWOT analysis can help to identify these weaknesses and develop strategies to strengthen or compensate for them.
3. Exploiting opportunities: eco-businesses need to be aware of market opportunities and trends related to environmental sustainability. A SWOT analysis can help to identify and exploit such opportunities, for example in response to increasing demand for green products and services or tightening environmental legislation.
4. 4 Managing threats: eco-businesses face environmental changes, increasing competition from competitors and other external threats. A SWOT analysis can help identify such threats and develop strategies to reduce or eliminate them.

If the trainer so chooses, he/she can also deepen the participants' knowledge of the SWOT analysis through the following video. https://www.youtube.com/watch?v=NapLmUxSxyo

SWOT Analysis of Go Green Project Proposal
Strengths, Weaknesses, Threats, Opportunities

Strengths
Write your text here. Examples:
- eco projects experience
- sustainable technology
- team available
- lean solution

Weaknesses
Write your text here. Examples:
- lack of field experience
- low budget
- untested technology
- small team

Threats
Write your text here. Examples:
- climate changes
- offers of competition
- market situation
- financial trends

Opportunities
Write your text here. Examples:
- increasing demand
- new funds
- market situation
- rising awareness

15 min / The facilitators will then present real case studies of 3 eco-enterprise projects that have successfully used SWOT analysis as part of their development process. Each case study will present,
- how the SWOT analysis was carried out
- what insights were gained
- how they applied them to their project strategy.

Participants engage in active analysis and identify specific strengths, weaknesses, opportunities and threats within each case study.
It is therefore important that the facilitator's active participation encourages participants to learn from the case studies.

The three case studies to be presented by the facilitator:
EcoTech Solutions Inc. - Renewable energy initiative in sub-Saharan Africa:
EcoTech Solutions Inc. Inc. conducted a SWOT analysis to assess the viability of its renewable energy initiative to provide sustainable energy solutions to rural communities in sub-Saharan Africa. The analysis identified strengths such as access to high technology and partnerships with local NGOs. Weaknesses were identified, including regulatory challenges and limited access to capital for infrastructure development. The analysis identified opportunities such as government incentives for renewable energy projects and the growing demand for off-grid solutions in rural areas. However, threats such as political instability and competition with conventional energy sources were also identified. Based on the findings, EcoTech Solutions Inc. developed a strategy focused on engaging the community, leveraging government subsidies and fostering partnerships with local stakeholders to address the identified challenges and capitalize on the opportunities.

GreenGrow Ltd - Expanding sustainable agriculture in South America:
GreenGrow Ltd. conducted a SWOT analysis to evaluate its sustainable agriculture expansion project in South America, which aims to promote environmentally friendly farming practices and improve food security.

Strengths such as access to organic farming expertise and a strong network of local farmers were identified. Weaknesses included limited infrastructure in remote agricultural regions and potential resistance to changes in traditional farming practices.

The analysis highlighted opportunities such as increasing consumer demand for organic products and public support for sustainable agricultural initiatives. At the same time, threats such as unpredictable weather conditions and soil degradation pose significant challenges.

In response, GreenGrow Ltd. has developed a strategic plan focused on building the capacity of local farmers, investing in sustainable agricultural technologies, and partnering with government agencies and international organizations to mitigate risks and capitalize on opportunities.

EarthSavers Foundation - Sea defences project in South East Asia:

EarthSavers Foundation conducted a SWOT analysis to evaluate their Southeast Asian Marine Conservation Project to conserve coral reefs and protect marine biodiversity. Strengths identified included partnerships with local marine research institutions and a dedicated team of environmentalists. Weaknesses included limited funding and logistical challenges for communities living on remote islands.

The analysis identified opportunities such as corporate sponsorship of ecotourism initiatives and conservation projects. At the same time, threats such as overfishing and pollution from coastal development posed significant risks to project success.

The EarthSavers Foundation developed a strategic plan focused on community-based conservation efforts, raising awareness through educational programs, and lobbying for stronger environmental regulations to address the challenges identified and capitalize on the opportunities.

GlobalGreen Solutions - Waste management programme in European cities:

GlobalGreen Solutions conducted a SWOT analysis to assess the waste management programme in European cities, with the aim of promoting recycling and reducing waste to landfill. Strengths included expertise in waste management technologies and partnerships with local authorities. Weaknesses included residents' resistance to adopting recycling practices and insufficient infrastructure for waste collection.

The analysis identified opportunities such as government incentives for recycling initiatives and raising public awareness of environmental issues. However, threats such as budgetary constraints and competing interests of waste management companies also posed a challenge.

GlobalGreen Solutions developed a strategic approach that focused on public awareness campaigns, encouraging recycling behaviour and working with local businesses to establish recycling facilities to overcome the challenges and maximise opportunities to improve waste management.

Group task

As a first step in the group task, the facilitator divides the participants into groups of 4-5 people. It is important to group people in as diverse a way as possible, so that each group has the most diverse experience and knowledge possible.

When the teams are formed, each group is given a specific case study to analyse in depth. They will be given all the necessary information on paper and online. They can also use their smart devices to do this, if necessary.

Their task is to identify the SWOT factors through the case studies and examine how these factors have influenced decision-making and outcomes.

To do this, the facilitator asks facilitator questions. This can be made up by the trainer within the context of the situation, but some are described as examples:

GlobeGreen Solutions Inc. - Sustainable Energy Development in the Republic of South Africa:
Issues examined in SWOT analysis:

What strengths do we see for GlobeGreen Solutions Inc. in the development of sustainable energy sources in South Africa?
What weaknesses does the company face in this project?
What opportunities do we see in the development of sustainable energy sources in South Africa?
What are the potential threats to the business in this project?

GreenTech Solutions Ltd - Urban Environmental Renewal Project in Singapore:
Issues considered in SWOT analysis:

What are the strengths of GreenTech Solutions Ltd. in the urban environmental renewal project in Singapore?
What weaknesses should the company consider in this project?
What are the potentials of the urban environmental renewal project in Singapore?
What are the potential threats for the company in this project?

EcoCare Foundation - Sustainable Waste Management Initiative in Indonesia:
Questions addressed in SWOT analysis:

What are the strengths of EcoCare Foundation in the sustainable waste management initiative in Indonesia?
What are the weaknesses of the organization in this initiative?

	What are the potentials of the sustainable waste management initiative in Indonesia? What are the potential threats to the organisation? The aim is for facilitators to facilitate discussion and provide guidance and clarification where necessary, while encouraging active participation from all members of the group. **Methodologies for enhancing soft skills among NEETs /**
Method	Developing Communication Skills 5 minutes / In the first part of the last session, participants will learn about communication skills, including the so-called elevator pitch. First of all, the facilitator will give a short presentation to introduce: • What is an elevator pitch? • What is a good elevator pitch? • For whom and how can they be prepared? This is a very short presentation of about 5 minutes, the details will be explained in the next steps. What the facilitator should definitely say here is the concept of the elevator pitch, a brief introduction, which follows: An "elevator pitch" is a short, concise summary of a business, idea or project that is designed to be presented in a short elevator pitch. The aim is to make the topic interesting to the listener and to capture their interest by giving them just a few minutes. The elevator pitch should be short, concise and effectively communicated so that it is immediately understandable and makes the listener want to ask for more information. A good elevator pitch will outline the problem or opportunity that the business or project is solving and show why it is the best solution. It is important to focus on the selling points and relevant information, and to emphasise the unique selling proposition (USP) or unique features of the project.

The way this is presented is left up to the facilitator.

Nevertheless, the key to the success of a business concept is to focus on aspects that really resonate with the target audience. Some aspects that tend to have a positive impact on the target audience are:

1. Problem solved: if the business concept solves a real problem for the target audience, it is more likely to resonate. If you communicate well what problem you are solving, it may be attractive to the target audience.

2. value proposition.

3. Differentiating factors: if the business concept has unique features that differentiate the product or service from competitors, it can be more attractive to the target audience.

4 Customer experience: the business concept offers a customer experience that is attractive and useful to the target audience. Customer service, simplicity and convenience are all factors that may be important to the target audience.

5 Brand equity and credibility.

10 minutes / When this is done, the facilitator will involve the participants and they will start working together to develop the pitches according to certain criteria.

These criteria are:

Target group:

- investors
- potential clients
- potential investors

By problem solution:

- problem statement
- problem solving
- target market
- unique value proposition

5 minutes / All aspects are presented to the participants by the instructor and a joint branstorming session is used to create 1-1 pitch. They will then be asked to each choose 1 target group and 1 problem-solving aspect and develop their own pitch around this, related to an existing eco-business. Participants are given 5 minutes to do this.

10 minutes / The task ends with the facilitator inviting 2-3 participants (can be volunteers) to present their pitch to the group, who can then analyse it together with the group. If permission is granted, they can also record a video so that the person who created the pitch can watch/listen back to themselves.

Analysing videos from a soft skills perspective is a great way to observe and evaluate communication, behaviour and collaboration between people. Some important points to consider when analysing a video from a soft skills perspective are:

1. Non-verbal communication: pay attention to body language, gestures and facial expressions. This can help you gauge people's emotions, attitudes and immediate reactions.

2. Verbal communication: assess people's speech, tone of voice, pace of speech and how they relate to each other in conversations.

3. empathy and support: look at how people respond to each other, how they show interest and empathy for each other, and how they support each other.

It is important that the feedback is acitv. The facilitator has an important role to play here, as if he sees that participants are less active in contributing constructive comments to the pitch, the facilitator should do so.

Networking Skills Development

20 minutes / The second part of the last session will introduce participants to networking skills.

The facilitator will first give an overview, detailing:

Introducing oneself: during the introduction of oneself, it is worth briefly summarising who one is, what position one holds and what one's role is at the event. It is important to highlight the experience and expertise that you have and to describe the areas or topics in which you would like to share your expertise with the participants.

Business card exchange and handover: The exchange and handover of business cards provides an opportunity for participants to communicate further after the event. For example, a person can offer their contacts or inquire about professional contacts offered by participants.

Effective communication about potential collaborations: the key to effective communication is that it should be clear, unambiguous and direct. It should emphasise the focus on common goals and make participants aware that the aim of all communication is to achieve mutual benefits. It is important that the facilitator is encouraging and supportive and recognises the strengths and potential of the participants. In addition, openness and empathy are essential for effective communication, so that all participants feel that their opinions and ideas are important and heard.

How to follow up an event: following up an event is key to maintaining contacts and further exploiting the information and contacts made at the event. It is worth sharing the contact details of the person and inviting participants to feel free to contact you if they have any further questions or opportunities for collaboration.

The facilitator may differ slightly from what is described here, but it is important to present these aspects. If, after assessing the group, you feel that you would like to add any additional aspects to present to the participants, please feel free to do so. It is also important that the presentation is active, so that the facilitator engages the participants and encourages active discussion.

In addition to this, it is very important that the facilitator emphasises the importance of active listening and asking relevant questions. Examples can be given to reinforce this in the participants.

20 minutes / In the next 20 minutes, participants will practise what was said earlier. To do this, each person will think of a situation (or use their own real-life situation) in which they can practise the:

• Introductions
• Exchange of business cards, handing over
• Communicating effectively about potential collaborations
• How to follow up an event

All this is practiced in pairs and each person has 1-3 minutes, then the members of the pairs rotate and each person practices their networking skills with a new pair.

Meanwhile, the facilitator goes around and listens to everyone's speech. It's important that everyone practices active listening, asking relevant questions, and effective, practical but engaging communication skills.

5 minutes / At the end of the discussions, the facilitator will initiate a joint discussion, asking for feedback on the conclusions that the participants have been able to draw. The following questions may be helpful:

- What common traits did you discover that helped you to quickly build rapport?

- What were the most common mistakes that many participants made during communication?

Problem Solving and Critical Thinking

10 minutes / In the third part, participants will learn and practice problem solving and solution-focused communication.

In particular, the facilitator will introduce the participants to the following 3 concepts:

Critical Thinking: critical thinking is the ability to evaluate and analyse information, arguments and situations logically and objectively. It involves considering alternatives, checking the reliability of information, drawing conclusions and evaluating the effectiveness of reasoning. Critical thinking helps participants to make informed and well thought-out decisions, which is key to project development and business decision-making.

Solution-focused communication. Participants should learn to anticipate problems, ask positive questions and focus on goals. This makes communication more effective and helps teams find solutions to the challenges they face.

Win-win situation/solution. This involves finding a balance of interests and collaborative solutions where all parties involved win. A win-win approach helps avoid conflict and promotes cooperation and positive outcomes in projects.

As an illustration, the facilitator will give 1 concrete case to show the participants these three concepts in practice.

This business problem-solving example will be created by the facilitators themselves, based on what has happened in their own or their local environment.

15 minutes / After that, the participants will be divided into groups of 3-5 people and the facilitator will give each group 1 concrete case (this can be a concrete case study or a fictional situation) where the participants will have to solve the problem in practice.

In order for the participants to practice effective communication, reasoning and compromise, the group members are assigned different roles according to the situation (entrepreneur, investor, community member...etc.)

The facilitator himself can invent situations for this exercise, however we will give 3 that he can use:

- - Spending too much on packaging: the head of an eco-business complains that they are receiving more and more criticism from their customers about the unsustainable packaging of their products. Participants will be asked to look at the packaging process and suggest ways to use recyclable, less polluting materials and cost-effective solutions. They will also need to consult with the account manager, the finance manager and optional suppliers.
- - Lack of green infrastructure: an eco-enterprise may face problems due to the lack of green infrastructure, such as alternative energy charging stations or green logistics facilities. Participants will be tasked with identifying infrastructure gaps and developing proposals for green infrastructure development, in consultation with local authorities.

- - Lack of sustainable workforce skills: An eco-enterprise may face a problem of lack of workforce skills in sustainable business practices. Participants will be tasked with developing training and development programmes for ecologically and socially sustainable enterprises to increase the skills and commitment of the workforce to sustainability. This will involve consultation with the HR manager, the trade union and the person delivering the training.

During the group discussions, the facilitator goes around and listens in on each group's conversation. She pays particular attention to whether

active listening is being used in the conversations, whether the communication is active in the sense that everyone is equally involved in the conversation. Where necessary, he can offer advice to help the conversation flow.

5 minutes / When the groups have finished, the facilitator will initiate a short discussion together on what experiences and perspectives the participants have gained concerning their problem-solving skills and what they feel they need to improve. The facilitator is free to moderate the discussion.

Adaptability and Resilience
30 min / In the fourth part, we will show how resilience to overcome failures, rejection and problems is an essential part of entrepreneurship and a useful skill that every entrepreneur should have.
The facilitator will start by introducing the topic, and will then bring the participants closer to the subject through an example of his own (or, if he does not have one, one from his environment). It is important to give an example that illustrates the specific failure, but also how the problem was solved with the right attitude and solution-oriented thinking.

You can also show participants why it can be useful to learn about other people's stories.

Hearing stories of other people's failures can have a profound impact on people's perceptions of failure and resilience. Some possible effects:

1. Empathy and understanding: when hearing about the failures of others, people often turn to failure with empathy and a better understanding that everyone can have difficult times. This can help them to be more accepting and understanding of their own failures.

2. Inspiration and motivation. Seeing how others have struggled with their failures and learned from them can inspire people not to give up but to try again and again.

3.   Developing resilient thinking: failure stories also teach us that part of change, learning and development is recognising the value in experience. This can help people become more resilient in dealing with change and failure in life.

4.   Increase self-confidence and self-esteem: by seeing others who have gained strength from failure and moved on, people have a greater belief in their ability to cope with their own challenges and difficulties.

5.   Normalising failure: through failure stories, failure is recognised as a normal and natural process from which to learn and improve.

The facilitator will then ask each participant to briefly share 2-3 minutes of their own experience with this skill.

After each participant has shared his/her own experience of failure and coping with it, the facilitator will initiate a collective discussion where participants can share what they have learned from other people's stories, how they see their own situation in the light of these... etc.

It is also likely that 1-1 similarity will emerge from the participants' stories, which the facilitator can draw attention to.

Probably the people below will come up, but if not, they can be mentioned by the facilitator:

1. Continuous learning: openness to learning new knowledge and skills. It is important to educate yourself and stay up to date in areas related to entrepreneurship.
2. Proactive problem solving: learn to respond proactively to challenges and problems. Practise quick and effective decision-making in difficult situations.
3. Networking: build strong relationships with other entrepreneurs, mentors or experts who can help you with advice and support to deal with challenges.
4. Develop agility: learn to adapt to changing circumstances and respond quickly to new opportunities or challenges.
5. Planning and strategy: develop a future plan and strategy for your business. Plan how we will respond to unforeseen challenges.
6. Don't forget to take care of your mental and emotional health. Meditation and other relaxation techniques can help manage stress and maintain focus.

25 minutes / After the discussion, the facilitator invites a guest speaker who has been a successful entrepreneur for many years but who has also faced setbacks in his career.

After the guest speaker, participants will have the opportunity to ask questions to the entrepreneur.

If no questions are asked, the facilitator will be asked at least 2-3 questions, which will encourage the participants to ask questions and learn from the questions.

5 minutes / Finally, the facilitator will conclude the session with reflection questions. They can discuss them together for 5 minutes. Such questions could be:

- How has listening to others' stories of failure influenced your understanding of failure and resilience?

- What strategies or techniques will you use to increase your resilience and face future challenges in your entrepreneurial journey?

Leadership and Management Skills

In the fifth part, participants can assess and develop their managerial and leadership skills.

To do this, the facilitator will first introduce some key concepts and strategies that are important for participants to become familiar with.

These are the Leadership skills

- Communication: Effective leaders have excellent communication skills that enable them to communicate clearly and effectively about goals, expectations and tasks. It is also important to be able to listen and respond sympathetically to employee feedback and concerns.
- Motivation. To do this, it is important to recognise individual motivational factors and build on these to support and develop team members.
- Decision-making: effective leaders are able to make decisions quickly and effectively, even in uncertain or changing circumstances. This requires having the right information and setting priorities in the right situation.
- Capacity building: Effective leaders are willing to invest in training and development of employees to help them reach their full potential. This can include training, mentoring and opportunities for professional development.

- Conflict management. This requires good communication and mediation skills, the ability to resolve conflict constructively and to work with team members to find solutions.

Types of leaders

- Autocratic leader: an autocratic leader makes decisions alone and tightly controls the team. Usually takes less account of employee opinions and feedback.
- Democratic leader: A democratic leader focuses more on team collaboration and involvement. Decisions are made through group discussion and consultation and take into account the opinions of employees.
- Laissez-faire leader: A laissez-faire leader is less active in decision-making and team management. Rather, he trusts team members to set goals and make decisions themselves.
- Transactional leader: A transactional leader seeks to manage employee performance through the use of rewards and punishments. The goal is to achieve specific targets for team members.
- Transformational leader: The transformational leader inspires and motivates the team to achieve common goals. They are able to transform the organisational culture and encourage employees to develop personally and professionally.

Communication techniques

- Active listening: in active listening, the listener actively participates in the conversation, expressing interest and understanding to the other party. Listeners send signals that they are listening and understanding the other person's message.
- Questioning techniques. For example, open questions help to extend the conversation, while closed questions generate specific responses.
- Body language and non-verbal communication: Body language and non-verbal cues play an important role in communication. Gestures, facial expressions and posture can reveal a lot about the emotional state and intentions of the speaker.
- Clarification: clarification involves listeners giving feedback on interpreted information, questioning meaningless or contradictory messages, and ensuring that both parties clearly understand each other.
- Conflict management techniques: conflict management techniques help to manage conflicting opinions and interests. Such techniques may include presenting arguments and counter-arguments, seeking compromises or problem-solving negotiations.

Conflict management skills

- Communication skills: effective communication is key to understanding and resolving conflicts. Leaders need to be able to express their position clearly and effectively, as well as to listen and understand the other party's position.
- Empathy: Empathy is important for a leader to understand and identify emotionally with the parties to a conflict. This enables them to respond and manage the situation appropriately.
- Problem-solving skills: leaders need to be able to approach conflicts creatively and find solutions to problems. They need to be flexible and persistent in dealing with conflicts.
- Mediation. Leaders must be able to mediate objectively between the parties and help them find common ground.
- Decision-making skills: Sometimes leaders need to make decisions to resolve a conflict. To do so, they need to be confident and rational and take into account all parties involved.
- Conflict prevention: leaders need to be alert to the early signs of conflict and act proactively to prevent or minimise it.

It is important that these are presented by the facilitator, involving the participants and encouraging them to actively participate. Discuss them together, where participants can also share their own experiences.

35 minutes / After the presentation, the participants will be divided into groups of 3-5 people, where they will practice their leadership skills through different situational exercises.

Each group will be given as many situations as there are participants in a team, so each participant will have to solve the given difficulty in one of their own situations as a leader.

These situations can be made up by the facilitator, but we will also give 5 specific situations:

- Managing timing and priorities: as a project manager, the manager is faced with a situation where the schedule needs to change and several important tasks arise at the same time. The manager's task is to effectively distribute tasks across the team and help the team to prioritise and manage time effectively.
- Conflict resolution: a member of the team disagrees with the decision-making process and this causes conflict in the team. The leader must mediate the conflict and find a solution to resolve it while ensuring the unity and effectiveness of the group.
- Team motivation: the team is in the middle of a long and exhausting project and motivation is waning. The leader's task is to re-energise the team, inspire them to achieve their goals and create a positive working environment.

- Communication: there is a lack of information between team members, which negatively affects the progress of the project. The leader must ensure effective communication within the team, sharing information and clarifying expectations.

- Decision making: one team member has made a mistake in performing a critical task and an urgent decision needs to be made on how to correct the mistake and continue the project. The leader needs to decide decisively how to resolve the situation and ensure that the group members properly understand and support the decision.

When all group members have finished, a common discussion allows participants to give each other feedback on their positive skills and skills to improve.

5 minutes / At the end, the facilitator asks reflection questions to allow participants to articulate what they have learned during the discussions.

Here are some questions the facilitator can ask:

- What leadership qualities did you observe in yourself and others during the simulation?
- How can you apply the leadership skills and insights you gained during the simulation to your own work?

Collaboration skills
In the sixth and final part, participants will learn about collaboration skills.
The facilitator introduces the topic by explaining the importance of collaboration. He will focus on the collaboration needed to run a business and achieve goals, which is the key to success.

Here, the facilitator will use his/her own knowledge and experience to prepare the topic, which will be presented to the participants in 5 minutes.

35 minutes / Then divide the participants into groups of 3-5 people and give each group 1-1 situation (It is important that the groups are as diverse as possible to allow for as many perspectives as possible in the group work).These situations all require cooperation, communication and synergy.

The facilitator can come up with a situation himself, but we will also give you 5 that can be used freely:

- Green Energy Planning and Installation:

Situation: a small town has no renewable energy sources and the municipality wants to reduce carbon emissions and become independent from fossil fuels.

Roles: engineers, environmental experts, financial advisors.

- Sustainable Building Project:

Situation: A company is building a new office building and wants to do so in the most sustainable way possible.

Roles: civil engineers, green building experts, materials technologists.

- Developing an environmentally friendly waste management system:

Situation: A large city does not have an efficient waste management system and the municipality wants to reduce the amount of waste landfilled and increase waste recycling.

Roles: environmental professionals, urban development consultants, communication experts.

- Developing a Sustainable Food Production Programme:

Situation: An agricultural company wants to increase sustainable food production while minimising environmental impacts and supporting local communities.

Roles: agronomists, sustainability consultants, market researchers.

- Green Technology Innovation:

Situation: A tech start-up company aims to develop new green technologies that can help reduce climate change and improve environmental efficiency.

Roles: engineers, researchers, business developers

The task is to identify, plan and solve the situation through effective, solution-oriented communication.

It is important that everyone has an equal role in the discussions.

The facilitator will always go around and listen in on the conversations and assist with questions and guidance as necessary.

	10 minutes / At the end of the exercise, each team can share their experiences and lessons learned from the exercise in a short discussion. Finally, the facilitator will conclude the discussion with a few reflection questions to elicit the individuals' own applause. These can be made up by the facilitator, but we have also written some reflection questions: - How has your team used diversity and collaboration to overcome obstacles and achieve goals? - What lessons did they learn about effective teamwork and collaboration that they can apply to future projects?
Evaluation (questions)	
Links/ References	