YERAME

Youth Entrepreneurship in Rural Areas in Mediterranean Countries

WP3: YOUTH RURAL ENTREPRENEURSHIP GUIDE

D3.1: EntreComp Guide

Project Acronym: **YERAME**

Project Full Title: Youth Entrepreneurship in Rural Areas In Mediterranean Countries

Project number: 101093212

Starting Date: 19/08/2023

Work package number: WP3

Duration in months: 24

Deliverable number: 3.1

Contents

- Introduction

The EntreComp Guide

The development of this guide on EntreComp Framework has been coordinated by DEFOIN following a collaborative work approach with the active and equal contribution from all partners. This guidance will be presented to participants, supporting their learning process before, during and after the EntreTOT training.

This Guide's main aim is to:

Promote knowledge & use of the EntreComp framework in EU & third countries; encourage the use and facilitate the applicability of the EntreComp Framework into youth rural entrepreneurship contexts.

The EntreComp framework is a reference framework for Entrepreneurship Competences developed by the European Commission. The framework consists of 3 competence areas, 15 competences, an 8-level progression model and a comprehensive list of 442 learning outcomes.

During this project, the consortium will develop specific activities to develop each of the competences outlined in this theoretical framework. Additionally, the activities developed will be adapted to the specific needs of the rural youth.

This project will therefore work in, on the one hand, sharing the EntreComp framework in Mediterranean countries. On the other hand, it will take a very comprehensive theoretical tool (the EntreComp framework) and will develop activities for its practical application. Activities that are adapted to a specific target group in line with the EYG 6: advance rural youth.

Objectives of WP3 and concretely of this deliverable D3.1:

- Promote the implementation of EntreComp framework amongst youth organizations of EU and non-EU countries, by providing specific tools and resources according to the young people's needs;
- Improve the capacity of partner organisations in supporting young people´s entrepreneurship initiatives by having more knowledge and resources.

- Up skill youth workers, counselors and professionals working on career guidance by providing resources/specific training content on EntreCom Framework to improve their intervention and guidance with young entrepreneurs;

- Promote the exchange of good practices and peer support through the development of this Guide, the collaborative work between EU and non EU organizations per Area, during EntreTot and National Pilot Training

- Develop specific training material as this set of activities addressed to rural young entrepreneurs between 18-30 that can be transferable and accessible to other youth organizations in the Mediterranean region, beyond the partnership and the project lifetime.

- To serve as a reference and a base for the EntreTOT Programme (Training of Trainers on EntreComp framework) for at least 12 youth workers/job counselors. This training will serve at the same time to review the adequacy of the content developed and any necessary amendments will be addressed after the training feedback to complete the final version of this guide.

Relation to objectives of the action:
➔ **raising the capacity of organisations working with young people** outside formal learning by building networking capacity and international collaboration while creating a guide for youth workers on the EntreComp framework adapted to the rural youth;and testing it during the EntreTOT.
➔ **support the development of youth work** in Partner countries, improving its quality and recognition by sharing good practices and sharing the EntreComp framework and other youth work tools and methodologies with organisations from Partner countries. In this sense, we will build a specific section on our Website about EntreComp framework where all this materials will be accessible: https://yerame.infoproject.eu/ EntreComp

1.   EntreComp Framework

What is EntreComp?

The Entrepreneurship Competence Framework is a model developed by the EU Commission.

We are considering the given definition of Entrepreneurship from the Framework: "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 (FFE-YE, 2012)".

The EntreComp framework is a reference framework for Entrepreneurship Competence which consists of 3 competence areas, 15 competences, an 8-level progression model and a comprehensive list of 442 learning outcomes.

These 3 areas are interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence.

"The framework describes entrepreneurship as a transversal competence, which can be applied by citizens to all spheres of life from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social or commercial)." (EntreCompFramework, 2016).

For more information you can check the full EntreComp framework online in the bookshop Europa.

We believe this thorough framework could serve nicely the Youth Rural Entrepreneurship Ecosystem in the EU and beyond, therefore we will be applying it to the Youth Rural Entrepreneurship context in Mediterranean countries such as: Greece, Italy, Tunisia, Egypt, Palestine and Spain.

- ## Competences from the EntreComp Framework
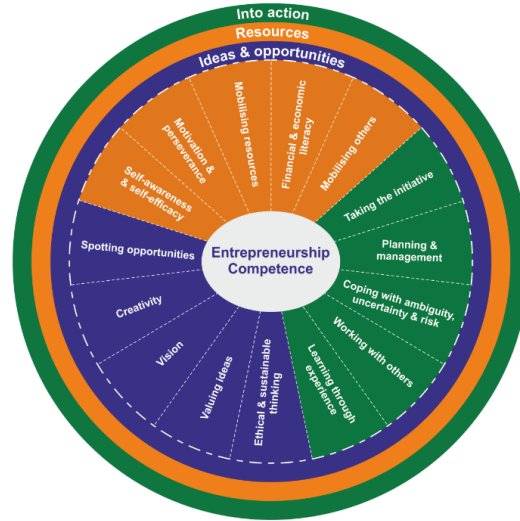
Figure 1: Map of 15 Competences from EntreComp Framework

Area1: Ideas and opportunities

C1: Spotting opportunities

C2: Creativity

C3: Vision

C4: Valuing ideas

C5: Ethical and sustainable thinking

Area 2: Resources

C6: Self-awareness and self-efficacy

C7: Motivation and perseverance

C8: Mobilising resources

C9: Financial and economic literacy

C10: Mobilising others

rea 3: Into action

C11: Taking the initiative

C12: Planning and management

C13: Coping with uncertainty, ambiguity and risk

C14: Working with others

C15: Learning through experience

-   The progression model

The framework proposes a progression model that serves as a reference to increase autonomy and responsibility and to develop the capacity to create value more simply in complex contexts.

Starting from a foundation level for complete beginners participants can build up towards intermediate, advanced and expert level. The framework divides each competence into 8 levels according to the expertise and performance capacity.

Foundation		Intermediate	
Relying on support[6] from others		**Building independence**	
Under direct super-vision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.
Discover	Explore	Experiment	Dare
Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.

Figure 2.1: The progression model from EntreComp Framework

Advanced		Expert	
Taking responsibility		**Driving transformation, innovation and growth**	
With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Improve	Reinforce	Expand	Transform
Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

Figure 2.2: The progression model from EntreComp Framework

Here in this guide you will find Activities with adaptation proposals to all this levels, so regardless of the level of proficiency of your participants you could work on the development of the specific competence and to help progress your participant according to their starting point.

Area	Competence	Levels of proficiency		
		Foundation	**Intermediate**	**Advanced**
Ideas and opportunities	**Spotting opportunities**	Learners[8] can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
	Creativity	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
	Vision	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
	Valuing ideas	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
	Ethical and sustainable thinking	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.
Resources	**Self-awareness and self-efficacy**	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
	Motivation and perseverance	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.

Area	Competence	Foundation	Intermediate	Advanced
	Mobilising resources	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
	Financial and economic literacy	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.
	Mobilising others	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities.
Into action	**Taking the initiative**	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
	Planning and management	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
	Coping with uncertainty, ambiguity and risk	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.
	Working with others	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and networks based on the needs of their value-creating activity.
	Learning through experience	Learners can recognise what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.

Figure 3: EntreComp Overview from EntreComp framework[1]

---

[1] Learner is a broad term used to indicate the subject of lifelong learning. It refers to pupils, students, jobseekers, employees, entrepreneurs and citizens alike.

- Outline of Developed Activities for EntreComp Competences

	COMPETENCE NAME	ACTIVITY NAME	PARTNER
C1	Spotting opportunities	Magnifying glass	DEFOIN
C2	Creativity	Rural Innovation Challenge	PCS
C3	Vision	Name Vision Game	PCS
C4	Valuing ideas	Idea Auction	PCS
C5	Ethical and sustainable thinking	Eco Peripatetics	DEFOIN
C6	Self-awareness and self-efficacy	Mirror of Growth	FHIRD
C7	Motivation and perseverance	Increase Confidence	CEIPES
C8	Mobilising resources	Build your strategy	CEIPES
C9	Financial and economic literacy	Rural Enterprise Development Workshop	FHIRD
C10	Mobilising others	Effective Communication	CEIPES
C11	Taking the initiative	Rural Innovation Quick Challenge	INNOHIVE
C12	Planning and management	Rural Entrepreneurship Business Plan	INNOHIVE
C13	Coping with uncertainty, ambiguity and risk	Two truths and a lie	MYF
C14	Working with others	The Paper Chain Challenge	MYF
C15	Learning through experience	Entrepreneurial Learning Reflection	INNOHIVE

2. Focusing on Youth

During our Entrepreneurship Training for Trainers we had a session focusing on our target group realities. Here you can find some of the trainers, job counselors' insights that might help you reflect on your target reality and adapt your activities accordingly.

What are the needs that this target group has in your national context?

Greece:

- The lack of funds,
- Education background,
- Resources (financial and human),
- Infrastructure

Egypt:

- Legal support
- Venue
- Capital
- Family green pass
- Capacity building
- Access to tools
- Fair market
- Gender equality.
-

Palestine:

- Live in stability after that orientation.
- Mentoring. Training.
- Access for the funding,
- Mental health program,
- Networking with success stories,

- Access to Digital tools, Inclubations,
- Learning about Artificial Intelligence.

Tunisia:
- Knowledge,
- Financial support,
- Mentorship,
- Networking,
- Soil and water (for whom want to make agriculture activity),
- Expert from the field.
- Digital skills,
- Psychological and mental health,

Italy:
- Land and water according to the type of business,
- Funds and subsidies from public and private,
- Professional qualification,
- Experts alongside,
- Market analysis

Spain :
- Develop all kinds of current tools that can be used.
- Basic training for entrepreneurship
- To learn more about the use of the new digital tools available.
- We must add a meeting place to have close advice and mainly a continuous training in order to develop their entrepreneurial ideas.

What are the common needs that this target group have?
- The lack of funds, education background, resources (financial and human), infrastructure

- Knowledge, Financial support, accompaniment, networking
- Funds and subsidies from public and private, professional qualification
- To know the markets much better, it is necessary to establish an awareness for the opening of new markets, and to do this they must know their needs, the idiosyncrasies of each culture and, in short, the possibilities that they can access when approaching new markets.

How can we improve the involvement and interest for young people to be entrepreneurs?
- We can motivate them on some free mentorship programmes about entrepreneurship in their areas. Also it depends on the political situation of each country because the politics affect the operation of a business and the decentralization.
- Introducing entrepreneurship as an option for being employed, sharing successful examples of entrepreneurs ,highlighting the available opportunities in the market, encouraging them to implement their own ideas or dreams, promoting available funding resources, entrepreneurial day , national competition to receive public funds , education on the benefits, sharing god practices in regional level ,internships abroad , successful business models, introducing that idea is viable and potentially profitable, professional training and workshop and make them feel part of the project , getting back o nature and simple life, launching campaigns by educating them (and focus on the next generation since their young age) /motivational learning (success story, Positive Reinforcement, rewording)
- Proof idea is viable and potentially profitable, have a return, professional training/workshop, Give an alternative better quality of life
- Through knowledge from a very young age, and by providing examples of success with talks or training courses where they can see first-hand real examples of success.

What are the difficulties this target group might encounter?
- Lack of infrastructure, money, education and resources.
- Lack of opportunities related to this field of entrepreneurship,
- Lack of services (administrative, health and educative ...),
- Lack of funds access, opportunities, contacts,

- The lack of implementation of specific courses and, above all, the difficulty of finding satisfactory aid or investment for entrepreneurship.

What are the possible solutions to the difficulties you have mentioned above

- Introduction of training programmes tailor made to the needs of young people living in rural areas.
- Advocacy to politicians to share.
- Development of more projects at national and European level that will promote and highlight the importance of cooperation and share of good practices to improve the existing situation.
- To work the strategy on the political level
- Networking with organisations with the national levels.
- Communication To work the political level
- Social and community responses
- online consulting with private sector.
- Award-winning for the entrepreneurs.
- To have more National/Eu/ International funded projects to support youth entrepreneurship in rural areas
- Networking,
- An adequate specific support or subsidy plan, which is well publicised.
- Meetings of entrepreneurs from all over the area who can see each other's ideas and who can create a small community of rural entrepreneurship. Implementation of specific training courses.
- Attract more success stories to these areas so that they can tell their story and serve as an example for many young people.

3. Activities for Area 1: Ideas and opportunities.

- Adapted Activities developed for Area 1: Ideas and opportunities

- **C1: Spotting opportunities**

Descriptors:

"Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value." (EntreComp Framework, 2016).

Competence	C1: Spotting Opportunities
Name of activity	**Magnifying glass**
Short description of the activity	This exercise aims to help participants to think broadly at possible market opportunities in their surroundings. To focus on the details and identify required skills and resources.
Objectives of the activity	- Identify gaps/market opportunities - To get participants to reflect on the skills they have - To realise skills/resources needed. - Building independence: Get participants to start thinking on an action plan.
Step-by-step implementation of the activity	**Step 1: Introduction to C1 from EntreComp Framework (5 min)** **Step 2: Explain the idea of the exercise (5 min)** "Think broadly, in your village or your region do you think there is some service/ product missing for inhabitants/ tourists that you could have/ find the skills to cover it. (I.e there's a castle that many tourists visit but there's no activities for families there, or there's no restaurant nearby. I have done circus performances and I cook

	well and a friend of mine is good at sewing.) An opportunity could be to do an interactive live performance with a feast.
	Step 3: Get started: Brainstorm about potential gaps (10 min)
	It can help to have flipchart per topics: education, tourism, leisure, accessibility…
	Individually participants go around the room and write down all the ideas they can think off per sector
	Step 4: Start to get ideas into potential action plan (15 min)
	Take a piece of paper and draw a big magnifying glass.
	- On the centre you should write the potential opportunity you see/envision - On the handle write your competences/ tools/skills - Around the lens write all key elements you will need to think off (try to relate them as a mind map)
	Step 5: Facing magnifying glasses (15 min)
	Ask participants to share their reflection in groups of 3 so they can give input to each other.
Location (if there´s specific need)	Any
Preparation time for the activity (for the trainer)	5 minutes
Overall time of the activity	50 minutes (without step 5, 35 minutes)
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group	Youth
Skills required for the activity (trainers)? If any	- Communication skills - Mentoring skills - Creativity and capacity to adapt to the group needs.

Skills required for the activity (participants)? If any	- Open mind - Motivation/willingness - Critical thinking - Objectivity and honesty
Benefits for participants	- To practice critical thinking - To get awareness of their competences - To identify their needs in terms of skills/resources to reach their goal - To capture key elements to consider for their idea
Elements of adaptation/innovation	You can use another object instead of magnifying glass as a metaphor for the reflection. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation level**: For this level we propose to reduce the framework for observation to a frame participants know very well such as their highschool/ university/ their house. **Intermediate level** . This activity has been developed for this level, you can implement it as it is described here. **Advance level**: For an advanced level we will propose to do a mind map with key elements to consider around the spotted opportunity. **ExpertLevel**: For an expert level participants should be able to do the mind map interconnecting or key elements and identify in which order we should take action in next steps.
Equipment needed for the activity	- Pen, paper and flipchart - Colors - Digital version: tablets/ notepads, computers or phone devices.
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*

Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect (please specify recommendations to make the activity as eco friendly as possible)	We can brainstorm with phones and mentimeter tablets. Not using paper. If it´s done with paper we could ask participants for ideas to reuse the paper. Otherwise it will be recycled. If possible, avoid the use of poss-its in this activity and use refillable markers with ecological ink. Ask participants to bring reusable water bottles.
Possibility to involve stakeholders	- National, regional, and local development organisation - Hubs/incubators - Local body for rural development - Local promotion body - University societies/clubs - Public entity/municipalities
Method of evaluation	Round of 4 words: - What I liked? - What am I proud of? - What would I do differently next time? - What would I like to have seen differently? (from the session/facilitator…)
Extra resources	Magnifying glass draw

YERAME

- C2: Creativity

Descriptors:

"Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects." (EntreComp Framework, 2016)

Competence	C2: Creativity
Name of activity	**"Rural Innovation Challenge"**
Short description of the activity	Rural Innovation Challenge: An engaging activity inspiring rural entrepreneurs to think creatively and develop innovative solutions for the unique challenges faced by their communities, fostering entrepreneurial spirit and community development.
Objectives of the activity	- To inspire rural entrepreneurs to come up with innovative solutions. - To address specific challenges faced by their communities.
Step-by-step implementation of the activity	**Step 1: Introduction to C2 from EntreComp Framework (5 minutes)** Gather all participants and explain the purpose of the activity: to inspire rural entrepreneurs to come up with innovative solutions for specific challenges faced by their communities. **Step 2: Challenge Identification (10/15 minutes)** Present a list of real challenges or issues prevalent in rural areas. These challenges should be relevant to the participants' region. Allow participants to ask questions and select one challenge per team. **Step 3: Team Formation (5 minutes)**

	Divide participants into small teams, ideally with 3-5 members per team. Each team should choose one challenge to work on.
	Step 4: Ideation Session **(30-45 minutes)**
	Give teams time to brainstorm creative solutions to their chosen challenge. Encourage them to think beyond conventional approaches, considering innovative, out-of-the-box ideas.
	Step 5: Prototype Development (30 minutes)
	Challenge each team to create a prototype or visual representation of their innovative solution. This could be a sketch, a model, or a simple presentation. We encouraged each team to keep a record of their brainstorming sessions, prototype development process, and presentation materials. This documentation can be useful for future reference or refinement of their ideas.
	Step 6: Pitch Presentation (2/5 minutes per team)
	Invite each team to present their solution and prototype to the entire group. During their presentations, teams should explain how their idea addresses the challenge, why it's innovative, and how it could benefit the rural community.
	Step 7: Peer Feedback (5 minutes per team)
	After each presentation, allow time for the other teams to provide constructive feedback and ask questions about the proposed solutions.
	Step 8: Selection and Awards (10 minutes)
	Depending on the context, you can have a panel of judges or the entire group vote on the most innovative solution. Recognize the winning team with a small award or certificate.
	Step 9: Discussion and Reflection (10 minutes)
	Conclude the activity with a group discussion. Reflect on the importance of innovation in rural entrepreneurship and how these innovative solutions could potentially become viable businesses or community improvements.
	Step 10: Closing Remarks (5 minutes)
	Thank participants for their creativity and engagement in the Rural Innovation Challenge. Encourage them to continue thinking innovatively and applying their ideas to address real challenges in their communities.
Location (if there´s specific need)	Any

Preparation time for the activity	2 hrs.
Overall time of the activity	2 hrs.
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth
Skills required for the activity (trainers)? If any	- Communication Skills - Listening Skills - Group Management - Time Management - Empathy - Adaptability - Facilitation Skills .
Skills required for the activity (participants)? If any	- Creativity - Problem-Solving - Communication - Collaboration - Critical Thinking - Time Management - Presentation - Adaptability - Listening - Innovation
Benefits for participants	- Enhanced creativity - Improved problem-solving skills - Enhanced communication abilities - Strengthened teamwork and collaboration - Developed critical thinking skills - Time management abilities - Cultivated adaptability and resilience - Fostering an innovation mindset

Elements of adaptation/innovation	- Creativity - Flexibility - Risk-taking - Problem-solving - Open-mindedness - Experimentation - Resilience - Resourcefulness - Iteration - Collaboration Adaptation of the "Rural Innovation Challenge" activity according to the EntreComp Framework levels of proficiency: **Foundation Level:** At the foundation level, participants can focus on challenges within their immediate surroundings, like their high school, university, or home. Encourage participants to brainstorm solutions within the scope of their familiar environment. **Intermediate Level:** For intermediate participants, maintain the predefined list of challenges but allow them to relate these challenges to their own experiences, whether in education, housing, or other contexts. Keep the ideation session as described in the original activity. Intermediate participants should be ready to think innovatively and generate a variety of solutions. **Advance Level:** For advanced participants, consider introducing a mind map exercise where they map out key elements related to the identified opportunity or challenge. In this stage, ask participants to translate their mind maps into tangible prototypes, emphasizing the importance of translating ideas into practical solutions. **Expert Level:** Expect expert participants to produce complex mind maps that interconnect key elements, possibly identifying potential opportunities or challenges within those connections.

	Challenge expert participants to consider the order and sequence of actions required to bring their innovative solutions to life. Encourage them to reflect on the feasibility and potential impact of their ideas.
Equipment needed for the activity	- Presentation materials (whiteboards, markers, sticky notes). - Prototyping supplies (craft materials, drawing tools). - Challenge descriptions (printed or digital). - Timer or clock. - Awards or certificates (optional). - Optional materials specific to challenges. - Flipchart easel or whiteboard stand (if used). - Audio-visual equipment (microphones, speakers for larger groups). - Prototyping space (if required).
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	We can use digital devices and incorporate an ecofriendly approach in the prototype designs. If it's not possible to use digital devices and need to use paper we could ask participants for ideas to reuse the paper. Otherwise it will be recycled. If possible, avoid the use of refillable markers with ecological ink. Ask participants to bring reusable water bottles.
Possibility to involve stakeholders	Youth workers and young entrepreneurs can be involved in this activity
Method of evaluation	Evaluation Method: Peer Feedback and Judges' Assessment - Peer Feedback (Self and Team Evaluation): After each team's presentation, allow time for other teams and participants to provide constructive feedback. Encourage participants to assess their own team's performance and highlight strengths and areas for improvement. - Judges' Assessment (Optional): If applicable, a panel of judges or trainers can assess each team's presentation and solution based on predetermined

	criteria. Criteria may include creativity, feasibility, impact, and presentation skills.
	- Scoring (Optional): Assign scores or ratings to each team's performance and innovation based on the established criteria. Calculate total scores if multiple criteria are used.
	- Announcement of Winners (Optional): If we choose to determine a winning team, announce the results based on the feedback and scoring.
Extra resources	Link to C2 Creativity Presentation

Descriptors:

"Imagine the future. Develop a vision to turn ideas into actions. Visualize future scenarios to help guide effort and action." (EntreComp Framework, 2016)

Competence	C3 Vision_ Main Activity
Name of activity	**Lego Game**
Short description of the activity (*max 200 characters)	The idea of the Lego Game is to create a discussion space through gamification to start to explore the future actions to apply to our company.
Objectives of the activity	- To improve capacity to imagine the future through a game - Develop a vision to turn ideas into actions. - To visualize and recreate possible future scenarios
Step-by-step implementation of the activity	**Step 1: Introduction to C3 from EntreComp Framework (5 min)** **Step 2: Explain the idea of the exercise (5 min)** Trainer will explain the idea (remind them that this could be adapted) to create a reality (a city, a society, current problems). **Step 3: Creation (20 min)** Individually or groupally, participants will be creating the cities and discussing between them to organise the guidelines provided. **Step 4: Presentation (10 min)** Each group or participant will present the environment they have created. **Step 5: Group discussion (15 min)** Group discussion between all the participants to find a solution or common solution to the problems in their individual communities. It is possible to mix all the cities/communities to create only one and let the participants find common solutions together for the different problems that each of them integrated in the different cities that it is one now..

	Step 6: Conclusion (5 min) Brief discussion about the conclusion of the activity considering what happened during the activity process.
Location (if there´s specific need)	Any
Preparation time for the activity (for the trainer)	5 min
Overall time of the activity	40 min
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group	Youth
Skills required for the activity (trainers)? If any	- Communication skills - Mentoring skills - Creativity and capacity to adapt to the group needs.
Skills required for the activity (participants)? If any	- Open mind - Motivation/willingness - Critical thinking
Benefits for participants	- Improve capacity to visualise and to create possible scenarios - To develop team work skills
Elements of adaptation/innovation	You can use materials such as plastinline, cardboard/ paper and pens if you donñt have legos. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation level** : for this level we propose to reduce the framework for visualisation/ recreation to a frame participants know very well such as their highschool/ university/ their house instead of their city, **Intermediate level**.

This activity has been developed for this level, you can implement it as it is described here.

Advance level:

For an advanced level we will propose participants to reflect on which companies/sponsors they would have to contact to make the prototype a reality

Expert level:

For an expert level participants should be able to present the prototype to the identified sponsors or companies..

Equipment needed for the activity	Lego
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect (please specify recommendations to make the activity as eco friendly as possible)	If possible buy a second hand lego or use recycled materials to develop the activity and reuse it with more groups. Ask participants to bring reusable water bottles.
Possibility to involve stakeholders	- National, regional, and local development organisation - Hubs/ incubators - Local body for rural development - Local promotion body - University societies/clubs - Public entity/ municipalities
Method of evaluation	Evaluation in groups: - What did I learn about my vision - What did I learn about other vision - What skills I need to improve
Extra resources	Lego

Competence	C3: Vision_Introductory Activity
Name of activity	**Group vision_Name Game**
Short description of the activity	Use this ice breaker activity at, or very near, the start of a course, workshop or meeting where people don't know each other to help get to know everyone's names. Have the group sit in a circle where everyone can see the others. The first person says their name. The next person continues, but after saying their own name, they repeat the first person's name. This continues with each person repeating one more name. Reassure people towards the end that it's ok if they get stuck & encourage the others to jump in to help if anyone is lost.
Objectives of the activity	- Name Recognition: The primary objective is to help participants learn each other's names. This is especially useful in situations where people are unfamiliar with each other, such as the start of a course, workshop, or meeting. - Ice Breaking: It helps break the initial awkwardness or shyness that can occur when a group of people who don't know each other come together. By engaging in a light-hearted and non-threatening activity, participants become more comfortable in the group setting. - Building Rapport: Learning each other's names is the first step in building rapport and connections within the group. When people know and use each other's names, it can create a sense of belonging and familiarity. - Active Participation: The activity encourages active participation from all participants. Everyone has a turn, which ensures that everyone is involved and has an equal opportunity to speak. - Listening Skills: It enhances listening skills as participants must pay attention to the names mentioned by others. This promotes active listening, a valuable communication skill. - Memory Challenge: Remembering and repeating multiple names can be a memory challenge. Participants are encouraged to exercise their memory, which can be a fun cognitive exercise. - Inclusivity: The activity is inclusive and allows everyone to participate, regardless of their background or experience. It promotes an inclusive atmosphere within the group. - Team Building: By engaging in a group activity right at the start, participants begin to see themselves as part of a team. This can set a positive tone for collaboration and teamwork in subsequent activities or discussions. - Setting a Positive Tone: The Name Game is a lighthearted and enjoyable activity. Starting a session with such an activity can set a positive and relaxed tone for the rest of the meeting or workshop.

	- Encouraging Help and Support: When participants are encouraged to help if someone gets stuck, it promotes a supportive and cooperative atmosphere within the group. This willingness to assist each other can carry over into other group activities.
Step-by-step implementation of the activity	**Step1: Introduction to C3 from EntreComp Framework (5 min)** **Step 2: Game Instruction (5 min)** This fun and engaging ice breaker activity is designed to help participants get to know each other's names in a relaxed and enjoyable way. It's a great way to break the ice in a group where people may not be familiar with one another. Circle Formation: Have the participants sit in a circle where everyone can see each other. Start with the First Person: The facilitator or a volunteer begins by saying their own name. For example, "My name is Sarah." Name and Repeat: The person to the right of the first speaker continues by saying their own name and then repeating the name of the first person. For example, "My name is David, and her name is Sarah." Continue Around the Circle: The process continues with each person in the circle repeating the names of all the previous participants and adding their own. For example, the third person might say, "My name is Emily, and their names are Sarah and David." Encourage Participation: Encourage participants to speak clearly and at a moderate pace so that everyone can follow along. Also, reassure them that it's okay if they get stuck, and others in the group can jump in to help if someone misses a name. Complete the Circle: Continue around the circle until every participant has had a turn, and the names of all participants have been repeated. **Step 3: Variation related to the project (10 minutes)** You can add variations to the game, such as having participants share an interesting fact about themselves along with their name or encouraging them to use creative gestures or expressions when saying their names. This ice breaker not only helps participants learn each other's names but also creates a fun and inclusive atmosphere where everyone is involved.
Location (if there´s specific need)	Any location
Preparation time for the activity	10 M

Overall time of the activity	20 M
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth
Skills required for the activity (trainers)? If any	- Communication skills - Listening skills - Group management - Time management - Empathy
Skills required for the activity (participants)? If any	- Listening skills - Cooperation - Positive attitude - Openness - Adaptability
Benefits for participants	- Name recognition - IceBreaking - Building Rapport - Active Participation - Memory Exercise
Elements of adaptation/innovation	The "Name Game" icebreaker can be adapted and innovated upon in various ways to cater to specific group dynamics, objectives, or themes. Whether by incorporating storytelling elements, encouraging participants to share unique facts, integrating technology, or even adapting for multilingual settings, these creative adjustments transform a seemingly basic ice breaker into a versatile tool for fostering connections, encouraging engagement, and aligning with the goals and characteristics of diverse groups. Adaptation of the Activity According to EntreComp Framework Levels of Proficiency: **Foundation Level:** For participants at the Foundation level, simplify the icebreaker by having them introduce themselves with their names only. No need for additional project-related

information or innovative ideas. Reduce the circle size to ensure everyone can comfortably participate and remember the names.Encourage slower speaking and clear pronunciation.

Intermediate Level:

For participants at the Intermediate level, keep the icebreaker as described. Emphasize that along with their names, participants can briefly mention their roles or contributions to the project.

Encourage participants to include one innovative idea they'd like to explore in the project. Ensure that participants maintain a moderate pace while speaking their names and contributions.

Advance Level:

Participants at the Advance level can be challenged by adding more complexity to the icebreaker. In addition to introducing themselves and mentioning their roles and innovative ideas, they can briefly explain how their innovative idea aligns with the project's objectives.

Increase the circle size to make it more challenging for participants to remember all the names and contributions.

Encourage creative gestures or expressions when participants say their names and ideas.

Expert Level:

Expert participants can take the icebreaker a step further by focusing on the interconnectedness of their ideas and roles.Each participant should introduce themselves, their role, their innovative idea, and how they see their idea contributing to or collaborating with the ideas of others in the circle.

The circle should be large to challenge participants to remember and relate to one another's contributions.

Participants can use creative expressions, and they should focus on highlighting synergies and connections between their ideas and roles.

Equipment needed for the activity	Seating Arrangement, Participants, Facilitator or Leader

Health and safety considerations	**Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	This activity doesn´t need use of material, please be aware of the use of light in the training room and ask participants to bring reusable water bottles.
Possibility to involve stakeholders	Youth workers and young entrepreneurs can be involved in this activity
Method of evaluation	Evaluating the "Name Game" ice breaker involves soliciting - participant feedback through forms or verbal discussions to gauge their comfort level, interaction, and overall experience during the activity. - Observations during the activity are key, focusing on engagement and whether it facilitated a more relaxed and interactive group dynamic. - Assessment of how well the activity achieved its intended goal, such as helping participants learn each other's names, and considering any adaptations or innovations made can guide improvements. - Comparing feedback and observations to initial objectives, such as timing and eco-friendly practices, will help tailor the activity for future use and ensure it continues to foster a positive and inclusive atmosphere for group interactions.
Extra resources	Link to C3 Vision presentation

- C4: Valuing ideas

Descriptors:

"Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it." (EntreComp Framework, 2016)

Competence	C4_ Valuing ideas
Name of activity	**"Idea Auction"**
Short description of the activity	The "Idea Auction" is an engaging activity where participants brainstorm and present entrepreneurial ideas related to rural communities. They use play money to "bid" on ideas, emphasizing their value. This fosters creativity and discussions on innovative concepts for rural entrepreneurship.
Objectives of the activity	- Stimulate Creativity: Encourage participants to think creatively and generate a wide range of entrepreneurial ideas tailored to rural settings. - Prioritise Ideas: Help participants understand the value of their ideas and prioritise them based on perceived importance and potential impact. - Enhance Presentation Skills: Provide an opportunity for participants to practise articulating and presenting their ideas effectively. - Foster Discussion: Promote open discussions about the merits of various ideas and the factors that make them valuable. - Emphasise the importance of innovative thinking in rural entrepreneurship and community development. - Inspire Action: Encourage participants to consider how highly valued ideas can be further developed into actionable entrepreneurial ventures. - Create Engagement: Foster an interactive and enjoyable learning environment that encourages active participation and idea exchange among participants.
Step-by-step implementation of the activity	**Step 1: Introduction to C4 from EntreComp Framework (5 minutes)** **Step 2: Activity Introduction (5 minutes)**

Gather all participants and introduce the purpose of the activity: to stimulate creativity, prioritise ideas, and emphasise the value of innovative concepts in rural entrepreneurship.

Step 3: Idea Generation (20-30 minutes)

Give participants a set amount of time to brainstorm as many entrepreneurial ideas as possible related to rural businesses or community development. Encourage them to write down these ideas individually.

*If possible or if not many ideas arise, provide real-world examples of successful rural entrepreneurial ventures to inspire participants and offer practical insights.

Step 4: Idea Selection (5 minutes)

Instruct participants to choose one idea from their list that they will present during the auction.

Step 5: Idea Description (15 minutes)

Participants should prepare a brief description of their chosen idea. This should include:
- Idea name.
- A short summary of the concept.
- Explanation of how it can benefit the rural community.

Step 6: Idea Auction Setup (10 minutes)

Arrange participants in a circle or seating area. Distribute "idea dollars" (play money or tokens) to each participant.

Step 7: Auction Process (varies based on group size)

Select a participant to start the auction. They present their idea to the group, emphasising its value. After the presentation, allow participants to bid on the idea using their idea dollars. The presenter decides whether to accept or reject bids. If they accept a bid, the bidder "purchases" the idea and can engage in a brief discussion about it. Continue this process until all participants have presented their ideas and engaged in the auction. *Each time a winner wins a bid, it must include an improvement to the idea.

Step 7: Reflection (20 minutes)

Participants will provide constructive feedback on each other's ideas. This can help refine and improve the concepts presented (10 minutes).

Facilitate a group discussion (10 minutes). Ask participants to share what made certain ideas more valuable to them during the auction. Discuss the significance of creative thinking and recognizing the potential of innovative concepts in rural

	entrepreneurship. Encourage participants to consider how the highly valued ideas can be further developed into viable entrepreneurial ventures. **Step 8: Conclusion (5 minutes)** Thank participants for their active involvement and insights. Summarise key takeaways from the activity, emphasising the importance of creative thinking and valuing innovative ideas in rural entrepreneurship.
Location (if there´s specific need)	Any location
Preparation time for the activity	1 h
Overall time of the activity	1.5-2 h
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth
Skills required for the activity (trainers)? If any	- Creativity: Generating innovative entrepreneurial ideas. - Presentation: Effectively communicating and showcasing ideas. - Negotiation: Participating in the auction process. - Critical Thinking: Evaluating and valuing ideas. - Communication: Providing feedback during the reflection phase. - Teamwork: Engaging in group discussions and activities.
Skills required for the activity (participants)? If any	- Decision-Making - Listening - Problem-Solving - Time Management - Lateral thinking
Benefits for participants	- Enhanced Creativity - Improved Idea Presentation Skills - Better Idea Valuation Abilities - Effective Negotiation Skills - Critical Thinking Development

	- Increased Confidence in Idea Sharing - Insights into Prioritising Ideas - Appreciation for Innovation in Rural Entrepreneurship
Elements of adaptation/innovation	Adaptation and innovation are essential elements in the process of addressing challenges and achieving progress. Creativity is at the heart of these elements, as it drives the generation of novel ideas and solutions. Flexibility allows individuals and organisations to adjust to changing circumstances and embrace new approaches. Problem-solving skills are crucial for identifying and overcoming obstacles, while open-mindedness encourages the exploration of diverse perspectives and unconventional solutions. Experimentation and risk-taking go hand in hand, as they involve testing new concepts and accepting the possibility of failure as part of the learning process. Resourcefulness and resilience help individuals and groups navigate setbacks and adapt their strategies accordingly. Iteration ensures that continuous improvements are made, and collaboration with others brings diverse skills and insights to the innovation process. Together, these elements empower individuals and organisations to adapt and innovate effectively in response to evolving challenges and opportunities. Adaptation of the Activity According to EntreComp Framework Levels of Proficiency: **Foundation Level:** For participants at the Foundation level, simplify the activity to focus on the basic understanding of problem-solving and idea presentation. Provide a predefined list of challenges to choose from to avoid participants struggling with challenge identification. Reduce the time allocated for ideation to 10-15 minutes to avoid overwhelming participants. Instead of creating prototypes, ask participants to verbally describe their ideas. During the pitch presentation, encourage participants to provide a brief description of their idea, emphasizing its relevance to the chosen challenge. **Intermediate Level:** For participants at the Intermediate level, maintain the main structure of the activity with some enhancements.

Include a broader range of challenges relevant to rural areas, allowing participants to choose one.

Keep the ideation time at 20-30 minutes, but encourage more in-depth brainstorming.

Continue with the development of prototypes, but suggest using simple visual aids or sketches.

During the pitch presentation, ensure that participants explain not only the idea but also the potential benefits and innovative aspects.

Advance Level:

Participants at the Advance level can explore the activity more deeply.

Allow participants to come up with their own rural challenges, promoting a higher level of initiative.

Extend the ideation session to 30-45 minutes, encouraging participants to think more creatively and innovatively.

Continue with the development of prototypes, but expect more sophisticated visual representations.

During the pitch presentation, participants should present their solutions comprehensively, highlighting the innovative and practical aspects of their ideas.

Expert Level:

Expert participants should approach the activity with a focus on strategic and innovative thinking.

Encourage participants to not only identify challenges but also propose solutions to the identified challenges.

Provide extended ideation time with the expectation of highly creative and innovative ideas.

While developing prototypes, suggest incorporating advanced visual aids, models, or digital representations.

During the pitch presentation, expect participants to present their ideas with a high degree of detail, emphasizing their potential impact and feasibility in rural entrepreneurship and community development.

Equipment needed for the activity	- "Idea Dollars" or Tokens: Provide play money or tokens to simulate the bidding process. Distribute these equally among the participants before the activity. - Presentation Materials: Ensure each participant has access to a flip chart, whiteboard, or any medium for presenting their ideas to the group. Markers or writing instruments may also be necessary. - Timer or Clock: Use a timer or clock to manage time during idea presentations and the auction phase. This helps keep the activity on schedule. - Space and Seating: Arrange participants in a circle or seating area to facilitate presentations and the bidding process. - Optional Prizes or Certificates: Depending on the context and objectives, you can prepare certificates or small prizes to recognize outstanding ideas or participants. - Idea Description Materials: Provide materials for participants to write down a brief description of their idea. This may include notecards, sticky notes, or paper and pens. - Facilitator's Guide: Prepare a facilitator's guide or script to ensure a smooth flow of the activity, including instructions for participants
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	We can use digital devices. If it's not possible to use digital devices and need to use paper we could ask participants for ideas to reuse the paper. Otherwise it will be recycled. Use reusable tokens for the activity. If possible, use refillable markers with ecological ink. Ask participants to bring reusable water bottles.
Possibility to involve stakeholders	Youth workers and young entrepreneurs can be involved in this activity
Method of evaluation	The evaluation of the "Idea Auction" activity can be carried out through several methods to gauge its effectiveness and the level of engagement among participants:

	- Peer feedback where participants provide insights into the creativity and quality of ideas presented by their peers. This feedback can be gathered through written comments or verbal discussions. - Self-reflection, pondering their own performance in terms of idea articulation and presentation skills. - Observing engagement levels and the quality of discussions, the facilitator can assess the overall success of the activity - Scoring can be introduced for a competitive element, with predetermined criteria, allowing participants to rate each idea they bid on during the auction. - Post-activity group discussion or survey can capture participants' collective insights, lessons learned, and suggestions for improvements, ensuring a comprehensive evaluation of the activity's impact and effectiveness.
Extra resources	Link to C4 Valuing Ideas Presentation

- C5: Ethical and sustainable thinking

Descriptors:

"Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly ." (EntreComp Framework, 2016)

Competence	C5: Ethical and sustainable thinking
Name of activity	**Eco Peripatetics**
Short description of the activity	Reflect in groups of ecological/ethical aspects of a participants´ business ideas that should be considered while walking in nature and litter picking.
Objectives of the activity	- Practice active learning through peripatetic methods. - Reflect on ecological, ethical and sustainability aspects of a business idea. - To improve green skills. - To generate awareness for environmental protection.
Step-by-step implementation of the activity	**Step 0: Get ready (5 min)** Before the event must contact participants and explain the activity will be outdoors they will need comfortable clothes and shoes, water bottle and globes and rubbish bags **On the day:** **Step 1: Introduction to Competence 5 Ethical and sustainable thinking (5 min)** **Step2: Explain the exercise: (5 min)** Eco_peripatetic exercise consist on: - Walking - reflecting - picking litter from nature

<table>
<tr><td></td><td>

- estimate the time of contamination they have taken away from nature (please refer to biodegrade poster annexed)

In groups of 3, participants will take a long walk of at least 1 hour. They will share their reflections and give feedback to each other on their business idea. If they don't have one idea ready, you can ask them to use what they developed for the exercise from C1_Spotting opportunities (Magnifying glass). They will give feedback to each other and think on eco/ethical aspects to be considered for each idea.

Transversally, they will be asked to pick any litter they find on the way, classifying it for recycling (one bag paper, one plastic and one glass) .

The origin of the Peripatetic concept derives from Aristotle's habit of walking (peripatetic) while teaching/learning and has various benefits.

Step 3: Get started (10 min)

Mark area and time to come back and make sure all participants have gloves and bags**.** Show them "Biodegrade poster" (Annex)

Step 4: Eco_Peripatetic walk (45/60 min)

If they have 1 hour, they should take 15/20 min for each person's idea: 1 of them should keep track of time. Each person should carry one bag and they can estimate how much glass, plastic, paper and rubbish they are taken away trying to estimate the years of contamination they are taking out of Earth.

Step 5: Static Reflection time (15 min)

Share the results in terms of years of saving form contamination per group and ask participants to share their reflection of the whole experience in a big group (all together if possible).

</td></tr>
</table>

Location (if there´s specific need)	In nature or a big park
Preparation time for the activity (for the trainer)	20 minutes
Overall time of the activity	55/ 90 minutes
Level of difficulty (foundation, intermediate, advance, expert)	Foundation/ intermediate

Target group Youth	Youth
Skills required for the activity (trainers)? If any	- Communication skills - Mentoring skills - Creativity and capacity to adapt to the group needs.
Skills required for the activity (participants)? If any	- Open mind - Motivation/willingness - Critical thinking - Objectivity and honesty
Benefits for participants	- To practise critical thinking - To get awareness of our impact in environment - To identify each other needs and give peer support
Elements of adaptation/innovation	You can collaborate with environmental organisation and do autochthonous tree planting instead of litter picking. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation level** For this level we propose to reduce the reflection time to 30 minutes 10 minutes each, And have only one task at the time. **Intermediate level**. This activity has been developed for this level, you can implement it as it is described here. **Advance**: For an advanced level we will propose to reflect on ethical and sustainability aspects of the idea at a short, medium and long term, a mind map with key elements to consider around the spotted opportunity. For this level also participants can be asked to find an idea to create/build a sellable product out of litter they have picked from the countryside. **Expert level**

	For an expert level participants should be able to identify national and regionales rules regarding the ethical and sustainability aspect identified at a short, medium and long term.
	We will propose to extend to half an hour reflection time per participant
	For this level also participants can be asked to find an idea to create/build a sellable product out of litter they have picked from the countryside. In this one we would encourage them to make marketing plans for it.
Equipment needed for the activity	- Hand-held litter-picker (if possible) - Gloves - Bags for recycle and refuse bags *Perhaps municipality could provide this equipment
Health and safety considerations	Very important to use comfortable clothing and safe equipment and gloves to avoid contact with litter. Very important to ask participants to wash their hands after the activity ends. *Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Ask participants to bring reusable water bottles and provide compostable bags and reusable globes.
Possibility to involve stakeholders	- National, regional, and local development organisation - Hubs/ incubators - Local body for rural development - Local promotion body - University societies/clubs - Public entity/ municipalities - Environmental organisations
Method of evaluation	Static reflection time:

	Ask participants to share their reflection of the experience in a big group (all together if possible).
Extra resources (extra docs, resources, templates to support the activity implementation)	Please find "Biodegrade poster sign " in Annex 2 of this document.

4. Activities for Area 2: Resources

To guarantee we have the right Resources will be key for the success of our business idea. These resources, as it is referred in the Framework, consist of personal competences (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes) as it´s named in the framework.

- Adapted Activities developed for Area 2: Resources

- C6: Self-awareness and self-efficacy

Descriptors:

" Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures." (EntreComp Framework, 2016)

Competence	C6_Self-awareness and self-efficacy
Name of activity	Mirror of Growth
Short description of the activity	This activity encourages participants to reflect on their strengths, areas for growth, and set realistic goals, fostering both self-awareness and self-efficacy.
Objectives of the activity	- Enhance self-awareness by identifying strengths and areas for improvement. - Foster self-efficacy by setting and achieving realistic goals.
Step-by-step implementation of the activity	**Step 1: Introduction to C6 from EntreComp Framework (5 minutes)** **Step 2: Introduction to the Activity (5 minutes)**

Begin by explaining the importance of self-awareness and self-efficacy. Provide brief definitions and examples. Engage participants in a short discussion about the benefits of knowing one's strengths and setting achievable goals.

Step 3: Strengths Identification (10 minutes)

Distribute sticky notes and pens to each participant.

We will ask participants to write down at least three of their personal strengths on separate sticky notes.

Have each participant place their notes on the flipchart or whiteboard, creating a collective 'Mirror of Strengths'.

Step 4:Areas for Growth (10 minutes)

Guide participants in reflecting on areas they would like to improve or develop. Encourage honesty and self-reflection and we will ask them to write down these areas on new sticky notes and place them below their strengths.

Step 5: Goal Setting (15 minutes)

Discuss the importance of setting realistic and achievable goals and ask each participant to choose one area for growth and set a specific, measurable, achievable, relevant, and time-bound goal related to it.

Have them write this goal on a new sticky note and place it next to their identified area for growth.

Step 6:Sharing and Reflection (10 minutes)

We will go around the room, allowing each participant to briefly share their identified strengths, areas for growth, and set goals.

Step 7:Closure (5 minutes)

Summarize the importance of self-awareness and self-efficacy in personal development.

Encourage participants to keep their 'Mirror of Growth' as a visual reminder of their strengths and goals.

Location (if there´s specific need)	There is not a specific need
Preparation time for the activity	15 minutes

Overall time of the activity	1 hour
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth
Skills required for the activity (trainers)? If any	- Facilitation Skills - Knowledge of self-awareness and self-efficacy concepts. - Strong communication and facilitation skills
Skills required for the activity (participants)? If any	- Basic understanding of self-reflection. - Ability to express thoughts and set simple goals
Benefits for participants	- Enhanced Self-Awareness: participants gain a deeper understanding of their strengths and areas for growth, leading to increased self-awareness. - Motivation for Personal Growth: The 'Mirror of Growth' serves as a visual reminder of their potential, motivating them to work towards their goals.
Elements of adaptation/innovation	- Technology integration: The activity could be adapted for virtual settings using collaborative digital whiteboard platforms. - Creative visualization: Participants could create digital visual representations of their strengths and goals using multimedia tools. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation level**: We propose to introduce basic concepts of self-awareness and reflection. **Intermediate level :** Developing more complex reflection exercises related to identifying opportunities and setting personal goals. **Advanced Level** :

We propose to implement a project-based element where participants create a plan for personal and professional growth based on their reflections

Expert Level:

Foster a deep understanding of one's entrepreneurial mindset and the ability to spot opportunities for growth.

We Propose in addition to the mentioned adaptations, we propose enhancing the reflection activity by:

Incorporating Group Dynamics

Encourage participants to engage in group discussions to share insights, learn from each other, and gain diverse perspectives on personal development.

Utilizing Technology

Introduce digital tools or platforms that facilitate ongoing reflection and progress tracking. This can enhance the accessibility and effectiveness of the reflection process

Equipment needed for the activity	- Flipchart or whiteboard with markers - Sticky notes and pens - A quiet, comfortable space
Health and safety considerations	Physical Comfort: we can ensure participants are in a comfortable and safe environment to facilitate open and honest self-reflection. Privacy and Respect: Emphasize the importance of confidentiality and respect for each participant's reflection. *Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	The concept of self-awareness and self-efficacy is universal and can be applied to adults in professional or personal development settings, therefore is transferable to different target groups, can be used with young people, adults and specific groups
Eco-friendly aspect	By using recyclable materials like paper and non-toxic markers for the sticky notes and flipchart. Encouraging participants to reuse or recycle materials after the activity.

Possibility to involve stakeholders	- Educational Institutions - Nonprofit Organizations
Method of evaluation	- **Self-Reflection Journals**: we will provide participants with journals to document their progress towards their goals over time. - **Observation and Feedback**: Facilitators can assess participant engagement, openness, and interactions during the activity.
Extra resources	Link to C6 Self awareness-self efficacy presentation

Descriptors:

"Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure ." (EntreComp Framework, 2016).

Competence	C7 – Motivation and Perseverance
Name of activity	**Increase Confidence**
Short description of the activity	Motivation and Perseverance are competences related to the capability of not giving up during challenging moments. It can be helpful to recall past memories of challenging times and reflect upon what had been helpful.
Objectives of the activity	- To offer a tool to reinforce confidence to young entrepreneurs in those moments when their business activity presents challenges and the temptation to give up.
Step-by-step implementation of the activity	**Step 1: Introduction to C1 from EntreComp Framework (5 min)** **Step 1: Activity Introduction and Icebreaker (5 min)** The activity can be done individually or in a group setting. It requires self-reflection and focus on oneself experience. A group setting can increase the impact of the supportive role of sharing experiences. Possible icebreaking exercise for groups of people who don't know each other Facilitator divides the group into smaller groups of 3,4 people. (3 min) **Step 2: Remembering life challenges (2 minutes)** Facilitator asks participants to remember one experience in the past when they overcame a challenging situation and they still managed to perform effectively **Step 3: Challenges reflection (2 min)**

YERAME

	On a flipchart the facilitator writes the following questions: 1. How were you able to do it; 2. What worked well for you; 3. What is important to remember for the next time?
	Step 4: Small Group discussion (15 min)
	Ask participants to discuss in the group and collect their responses for each question on one sheet.
	Step 5: Plenary room discussion (15 min)
	Each group will share their responses to the other groups
Location (if there´s specific need)	Anywhere
Preparation time for the activity	5 minutes
Overall time of the activity	45 min + 5 minutes evaluation
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth or adults (from 17 years old onwards)
Skills required for the activity (trainers)? If any	- Ability to facilitate group dynamics. - Ability to listen. - Ability to make trainees at ease to express their opinion/thoughts, memories.
Skills required for the activity (participants)? If any	N/A
Benefits for participants	- Learning from others' experiences - Focus on their own capacities and value them

Elements of adaptation/innovation	The task can be also used on an individual basis in order to work as a tool for young entrepreneurs in challenging moments with no need of a group support. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** Ask participants to share a difficult experience not necessarily related to work and ask how they overcame it. **Intermediate Level:** Please follow this sheet description **Advance Level:** Also ask the following questions to add to those already described above: 1. What would you tell to a young entrepreneur as a tip; 2. which one are in your opinion the strategies to overcome empasses. Give more time than the one suggested in this sheet. **Expert Level:** Also ask at least 5 strategies to overcome empasses.
Equipment needed for the activity	- Flipchart - Papers and pens
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Computers or digital means could be used instead of paper (e.g. Mentimeter)
Possibility to involve stakeholders	- National, regional, and local development organisation - Hubs/ incubators - Local body for rural development - Local promotion body - University societies/clubs

	- Public entity/ municipalities
Method of evaluation	On a flipchart draw a circle and in the middle of it draw a dot. Turn the paper of the flipchart in a way that the participant can't see the drawing. Ask each participant to write their own dots about their satisfaction on a distance from the central dot according to how satisfactory the activity was for them. (min 5)
Extra resources	N/A

YERAME

- C8: Mobilising resources

Descriptors:

"Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences ." (EntreComp Framework, 2016).

Competence	C 8 – Mobilising resources
Name of activity	**Build your strategy**
Short description of the activity **(*max 200 characters)**	The competence of mobilising resources requires the knowledge of the possible strategies to manage those resources that are present within an enterprise and gather some new ones.
Objectives of the activity	- To increase the knowledge of the participants of the possible strategies for mobilising resources for their enterprise
Step-by-step implementation of the activity	**Step 1: Introduction to C8 from EntreComp Framework (5 min)** **Step 2: Icebreaker (10 min)** Possible ice breaking exercise for groups of people who don't know each other **Step 3: Pick your strategy (5 min)** Facilitator divides the group in groups of 2 or more considering that each cluster will pick one strategy and they are 12 *PLEASE SEE ANNEX STRATEGIES AT THE END OF THIS FORMAT AND THEIR MEANING (2 min) and asks to each person/couple or little group to pick one folded paper from a box (5 min) **Step 4: Define your strategy (10 min)** Facilitator asks participants to sit down and within their group to write a definition of the strategy they have picked **Step 5: Feedback (5 min)** Feedback time. Each member of each group will share the definition written in group

	Step 6: Q&A (10 min) Facilitator reads the definition of each of the 12 strategies and asks participants if there are questions or comments
Location (if there´s specific need)	Anywhere
Preparation time for the activity	5 minutes – to put on a box 12 folded paper each of them will state a strategy of mobilizing resources
Overall time of the activity	45 min the activity – 5 min evaluation
Level of difficulty (foundation, intermediate, advance, expert)	Foundation
Target group Youth	Youth or adults (from 17 years old onwards)
Skills required for the activity (trainers)? If any	- Ability to facilitate group dynamics. - Ability to listen. - Ability to convey contents.
Skills required for the activity (participants)? If any	N/A
Benefits for participants	- Learn specific strategies for mobilizing resources
Elements of adaptation/innovation	It can be applied on an individual or group basis. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** Please follow the indications on this sheet **Intermediate Level:** Read and share the definition of the strategies and ask to expand them.

	Advance Level: Ask to write at least 12 strategies to Mobilise resources

Expert Level: Ask to write at least 12 strategies to Mobilise resource also giving tips and exhaustive description how to implement them |
| **Equipment needed for the activity** | - Flipchart for the evaluation
- A box for the strategies post it
- Post it
- Papers
- Pens |
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups with the appropriate contents , can be used with young people, adults and specific groups with the appropriate contents.
Eco-friendly aspect	Mobile Phones can be used instead of paper
Possibility to involve stakeholders	- National, regional, and local development organization
- Hubs/ incubators
- Local body for rural development
- Local promotion body
- University societies/clubs
- Public entity/ municipalities
Method of evaluation	On a flipchart draw a circle and in the middle of it draw a dot. Turn the paper of the flipchart in a way that the participant can't see the drawing. Ask each participant to write their own dots about their satisfaction on a distance from the central dot according to how satisfactory the activity was for them.
Extra resources	Annex 3. The 12 strategies and their definition*

Link to C8 Mobilising resources presentation |

- C9: Financial and economic literacy

Descriptors:

" Estimate the cost of turning an idea into a value creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value creating activity can last over the long term ." (EntreComp Framework, 2016).

Competence	C9_Financial and economic literacy
Name of activity	**Financial Literacy Workshop**
Short description of the activity **(*max 200 characters)**	This workshop will be focused on enhancing participants' understanding of financial concepts and skills, with a specific emphasis on personal finance and managing resources effectively. The content will cover topics like budgeting, saving, investing, debt management, and basic financial planning.
Objectives of the activity	- **Budgeting Mastery**: we will teach participants how to create and maintain a realistic budget, ensuring they can effectively allocate their income to cover expenses, save, and invest. - **Investment Basics**: we will provide an introduction to different investment vehicles like stocks, bonds, mutual funds, and real estate. Teach how to assess risk tolerance and make informed investment decisions. - **Debt Management**: we will equip participants with tools and knowledge to handle and minimize debt effectively. This includes understanding different types of debt, interest rates, and strategies for repayment. - **Risk Management and Insurance:** we will introduce the concept of insurance and help participants understand different types (e.g., health, auto, life) and how they can protect against financial losses. - **Monitoring and Adjusting Finances:** we will teach participants how to track and analyze their financial progress, and how to adapt their strategies as circumstances change. - **EU/ International Funds related to rural entrepreneurship** (type of funds, criteria to access them and so forth).

Step-by-step implementation of the activity	**Step 1: Introduction to C9 from EntreComp Framework (5 min)** **Step 2: Introduction and Icebreaker (15 minutes)** Welcome participants and introduce facilitators. Briefly explain the purpose and objectives of the activity. **Step 3: Budgeting Basics (30 minutes)** Presentation on the importance of budgeting and simple budgeting techniques. Participants create a basic monthly budget using provided templates. **Step 4: Savings and Investment Tips (20 minutes)** Brief overview of different savings options and basic investment principles. Quick tips on how to start saving and making small investments. **Step 5: Debt Management (20 minutes)** Presentation on understanding and managing debt, including credit card usage and loans. Key points on building and maintaining good credit. **Step 6: Q&A and Recap (15 minutes)** Open the floor for questions and provide clarifications on any topics covered. Briefly summarize key takeaways from each section. **Step 7: Evaluating Financial Products (20 minutes)** Presentation on how to assess and compare common financial products like bank accounts and credit cards. **Step 8: Setting Short-Term Financial Goals (15 minutes)** Guide participants in setting specific, achievable short-term financial goals. Emphasize the importance of prioritizing and planning. **Step 9: Feedback and Closing Remarks (15 minutes)** Collect feedback through a brief survey or open discussion. Provide additional resources for further learning.
Location (if there´s specific need)	There is not a specific need.
Preparation time for the activity	30 mins (to gather materials, customize content, and prepare handouts)

Overall time of the activity	2 hours
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth (please indicate if there a specific age/ characteristic).	- Young entrepreneurs (from rural areas or not) - Any other stakeholder
Skills required for the activity (trainers)? If any	- Strong communication and facilitation skills. - Understanding of financial concepts
Skills required for the activity (participants)? If any	- Willingness to learn and engage in discussions.
Benefits for participants	- Improved financial decision-making skills. - Greater confidence in managing personal finances. - Enhanced ability to plan for the future and achieve financial goals. - Reduced financial stress and increased financial security.
Elements of adaptation/innovation	Incorporating interactive elements like group discussions, quizzes… Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** We propose to introduce basic financial concepts such as income, expenses, and budgeting. **Intermediate level:** Diving into personal finance, covering topics such as investing and debt management. **Advanced level:** Explore advanced financial concepts such as portfolio management, risk assessment and economic policies.

	Expert Level: Promote expertise in financial planning, economic forecasting, and strategic financial decision-making
Equipment needed for the activity	- Flipchart. - Projector and screen . - Whiteboard and markers for interactive exercises.
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups. The curriculum can be adapted for different age groups or specific demographics by adjusting the level of complexity and tailoring examples to their context.
Eco-friendly aspect	Minimise the use of using paper by providing digital handouts or using reusable materials.
Possibility to involve stakeholders	- Business Associations - Educational Institutions - Nonprofit Organizations
Method of evaluation	**Participant Feedback Surveys**: Collecting feedback on the workshop content, facilitation, and overall experience..
Extra resources	Link to C9 Financial and economical literacy presentation

- C10: Mobilising others

Descriptors:

" Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership ." (EntreComp Framework, 2016).

Competence	C10 _ Mobilising others
Name of activity	**Effective Communication**
Short description of the activity **(*max 200 characters)**	The competence of Mobilising others requires the capability of using effective communication, negotiation, persuasion and leadership. The activity uses the techniques of role playing to experiment the ability of effective communication in a given scenario.
Objectives of the activity	- To increase participants' ability to communicate effectively.
Step-by-step implementation of the activity	**Step 1: Introduction to C10 from EntreComp Framework (5 min)** **Step 2: Icebreaker (10 min)** Possible ice breaking exercise for groups of people who don't know each other **Step 3: Division of roles (5 min)** Facilitator divides the group in groups of 2 and gives the description of 2 roles: - 1. The young entrepreneur who wants to expand his market (or other scenarios e.g. entrepreneur needs a digital expert for his business's visual identity); - 2. A relevant stakeholder to involve for expanding the rural enterprise market (participant can decide which organisation to represent, private or public) **Step 4: The role play's time (15 min)** In each couple a negotiation starts with the aim of starting a cooperation. For the entrepreneur the goal is receiving a commitment of cooperation. For the relevant

	stakeholder is to decide if the entrepreneur's ideas and proposal are convincing and convenient for his/her organisation.
	Step 5: Feedback time. (15 min)

Each member of each couple shares the challenges found, the effectiveness of the communication strategies used, the level of negotiation, assertiveness |
Location (if there´s specific need)	Anywhere
Preparation time for the activity	10 minutes
Overall time of the activity	50 min the activity – 5 min evaluation
Level of difficulty foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth or adults (from 17 years old onwards)
Skills required for the activity (trainers)? If any	- Ability to facilitate group dynamic. - Ability to listen. - Ability to make trainees at ease to express their opinion/thoughts, memories.
Skills required for the activity (participants)? If any	N/A
Benefits for participants	- Experiment their own capacity of communicating effectively - Learning from others.
Elements of adaptation/innovation	It's also possible that each one in a certain team would play a different role, to add at the end to the successful negotiation, for more collaborative interaction, so that we can add an idea within the idea to the accomplishment of the competence's goal. "Mobilizing others."

	Adaptation of the activity according to EntreComp Framework levels of proficiency:
	Foundation Level:
	Explain and present the 7 characteristic for an effective communication https://www.mindtools.com/a5xap8q/the-7-cs-of-communication
	Intermediate Level:
	Please follow the indication on this sheet
	Advance Level:
	Before role playing ask participant to identify relevant stakeholders and propose scenarios
	Expert Level:
	Ask to elaborate strategies for mobilising others and how communication should be (minimum 5 characteristic of ho communication with stakeholder should be and what else would be needed for the purposes of mobilising others)
Equipment needed for the activity	Flipchart for the evaluation
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Online evaluation (mentimeter for example)
Possibility to involve stakeholders	- National, regional, and local development organisation - Hubs/ incubators - Local body for rural development - Local promotion body - University societies/clubs - Public entity/ municipalities

Method of evaluation	On a flipchart draw a circle and in the middle of it draw a dot. Turn the paper of the flipchart in a way that the participant can't see the drawing. Ask each participant to write their own dots about their satisfaction on a distance from the central dot according to how satisfactory the activity was for them.
Extra resources	N/A

5. Activities for Area 3: Into action

- ## Adapted Activities developed for Area 3: Into Action

- ### C11: Taking the initiative

Descriptors:

" Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks ." (EntreComp Framework, 2016).

Competence	C11-Taking the initiative
Name of activity	**''Rural Innovation Quick Challenge''**
Short description of the activity **(*max 200 characters)**	The trainer will present a challenge that is relevant to rural communities. This challenge should be an activity that requires innovative thinking and problem-solving. Challenge: "How can we improve access to quality healthcare in rural areas with limited resources?"
Objectives of the activity	- To encourage participants to think creatively and take the initiative by proposing innovative solutions to a specific rural challenge.
Step-by-step implementation of the activity	**Step 1: Introduction to C11 from EntreComp Framework (5 min)** **Step 2: Activity introduction (5 minutes)** Start by briefly introducing the EntreComp competence "Taking the Initiative." **Step 3: Challenge Presentation (5 minutes)**

	The trainer will present the challenge that is mentioned above. The Challenge is the following: "How can we improve access to quality healthcare in rural areas with limited resources?"
	Step 4: Individual Idea Generation (5 minutes)
	The participants will have 10 minutes to individually brainstorm and write down as many ideas as they can for addressing the presented challenge. Encourage them to think outside the box and not worry about feasibility at this stage.
	Step 5: Group Sharing and Selection (10 minutes)
	Divide participants into small groups (3 participants per group). In their groups, ask participants to share their individual ideas and discuss the most promising ones. Each group should select one idea that they believe has the most potential.
	Step 6: Idea Presentation (5 minutes)
	Each group will present their selected idea to the whole group. Encourage them to briefly explain why they chose this idea and how it addresses the challenge.
	Step 7: Feedback and Discussion (5 minutes)
	After each presentation, open the floor for brief feedback and questions from the other participants.
	Encourage constructive feedback that helps refine the ideas.
	Step 8: Wrap-up (5 minutes)
	Conclude the activity by emphasizing the importance of taking the initiative and turning innovative ideas into actionable projects.
	Encourage participants to continue exploring these ideas beyond the training session.
Location (if there´s specific need)	There is not a specific need.
Preparation time for the activity	5 minutes
Overall time of the activity	40 minutes
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate

Target group Youth	- Young entrepreneurs (from rural areas or not) - Any other stakeholder
Skills required for the activity (trainers)? If any	- Motivational Skills - Facilitation Skills - Communication skills - Conflict Resolution
Skills required for the activity (participants)? If any	The following skills are not required for the participant but are positive skills in order to complete the activity: - Initiative - Teamwork and Collaboration - Time management - Communication skills
Benefits for participants	- Initiative and Proactivity: The activity directly promotes the "Taking the Initiative" competence by encouraging participants to proactively identify and address issues in their communities. - Decision-Making Skills:Participants learn to make informed decisions about which ideas to pursue, considering factors like feasibility and potential impact. This skill is valuable in entrepreneurship.
Elements of adaptation/innovation	Participants after the presentations, could write new challenges and as there are two groups they could exchange challenges and implement the activity for one more round. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** For this level we propose to use the activity for discussion between the trainer and the participants. They will have the opportunity to understand the importance of the competence. **Intermediate Level:** This activity has been developed for this level, you can implement it as it is described here.

	Advance Level: For an advanced level we will propose to set criteria in order to vote for the best presentation/idea. **Expert Level:** For an expert level participants should be able to prepare a detailed presentation about their idea, define potential risks and challenges and conclude the presentations with a SWOT analysis.
Equipment needed for the activity	- Flipcharts or whiteboards - Markers - Sticky notes
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Participants in order to take notes can use their mobile phones and/or laptops and not papers.
Possibility to involve stakeholders	- Business Associations - Educational Institutions - Nonprofit Organizations - Local authorities
Method of evaluation	Discussion and feedback between trainer and participants.
Extra resources	Link to C11 Taking the initiative presentation

- **C12: Planning and management**

Descriptors:

" Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes ."
(EntreComp Framework, 2016).

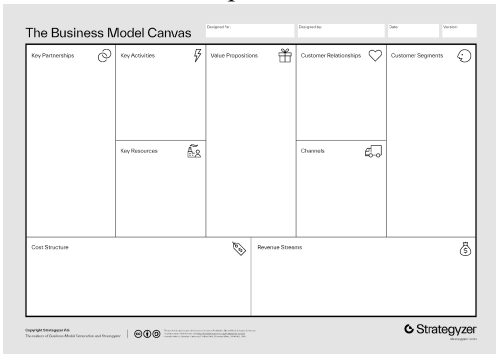| Competence	C12_ Planning and management
Name of activity	**'Rural Entrepreneurship Business Plan'**
Short description of the activity **(*max 200 characters)**	This "Rural Entrepreneurship Business Plan" activity provides youth entrepreneurs from rural areas with a streamlined introduction to the fundamentals of business planning and management. It encourages them to think critically about key business elements and develop essential planning skills in a short timeframe.
Objectives of the activity	- To introduce youth entrepreneurs from rural areas to essential elements of business planning and management in a condensed 45-minute session.
Step-by-step implementation of the activity	**Step 1: Introduction to C12 from EntreComp Framework (5 min)** **Step 2: Activity Introduction (5 minutes)** Begin by introducing the importance of planning and management in entrepreneurship, especially in rural settings. Also, emphasize that a well-structured business plan is a roadmap for success. **Step 3: Mini Business Idea Selection (5 minutes)** The trainer will ask the participants to think of a simple business idea relevant to rural areas. This could be a small agricultural project, a service-based business, or a community-focused initiative. **Step 4: Key Business Elements (10 minutes)** Highlight the essential elements of a business plan: business concept, target market, competition, marketing strategy, operations plan, financial plan, and sustainability considerations.

	Step 5: Business Plan Creation (30 minutes) Explain that participants will create a mini business plan focusing on key elements in a short time frame. Provide each participant with sticky notes and a handout with a simplified business plan template if available. **Step 6: Presentation of the plans (10 minutes)** Each participant presents their quick business plan, briefly discussing their business concept, target market, marketing strategy, and financial considerations. **Step 7: Feedback and Discussion (5 minutes)** Invite each participant to share one key insight or lesson they learned from their experience. This should be a brief and focused sharing of insights. **Step 8: Wrap-up (5 minutes)** Summarize the importance of business planning and management in rural entrepreneurship. Encourage participants to explore further resources for comprehensive business planning.
Location (if there´s specific need)	There is not a specific need.
Preparation time for the activity	5 minutes
Overall time of the activity	75 minutes
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	- Young entrepreneurs (from rural areas or not) - Any other stakeholder
Skills required for the activity (trainers)? If any	- Motivational Skills - Facilitation Skills - Communication skills - Conflict Resolution

Skills required for the activity (participants)? If any	The following skills are not required for the participant but are positive skills in order to complete the activity: - Initiative - Teamwork and Collaboration - Time management - Communication skills
Benefits for participants	Introduction to Business Planning: Participants become familiar with the basic concepts of business planning, understanding its significance in launching and managing a successful venture. Time Management: The activity encourages participants to create a business plan within a limited timeframe, improving their time management and decision-making skills.
Elements of adaptation/innovation	Participants after the presentations of their experiences, could provide their feedback and suggestions to the experiences from the other participants. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** For this level we propose to use the activity for discussion between the trainer and the participants and focus on the Business Model Canvas. An introductory part for the Business Model Canvas is important. **Intermediate Level:** This activity has been developed for this level, you can implement it as it is described here. **Advance Level:** For an advanced level we will propose to prepare a financial analysis for the first year of the business. **Expert Level:** For an expert level participants should be able to prepare a detailed financial analysis with a plan for the first and the next three years of the operation of the business.

Equipment needed for the activity	- Flipcharts or whiteboards or laptops - Markers - Sticky notes
Health and safety considerations	**Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Participants in order to take notes can use their mobile phones and/or laptops and not papers.
Possibility to involve stakeholders	- Business Associations - Educational Institutions - Nonprofit Organizations - Local authorities
Method of evaluation	Discussion and feedback between trainer and participants.
Extra resources	Canvas Model Template Link to C12 Planning and Management presentation

- C13: Coping with uncertainty, ambiguity and risk

Descriptors:

"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 risks of failing. Handle fast-moving situations promptly and flexibly ." (EntreComp Framework, 2016).

Competence	C13_ Coping with uncertainty ambiguity and risk
Name of activity	**Two truths and a lie**
Short description of the activity	Have everyone in your meeting share two things about themselves that are true and one thing that is a lie. Then have the rest of the team try to guess which is the lie. If someone guesses the lie right, S/he will take one of his/her 3 cards. If S/he guesses wrong, S/he will give one of his/her 3 cards (the one who collects more cards will be the winner)
Objectives of the activity	- To encourage all entrepreneurs to be risk takers and use their entrepreneurial skills, critical thinking abilities, decision-making, observational and assessing information to figure out the lie of the partner to win with his/her card.
Step-by-step implementation of the activity	**Step 1: Intro to C13 from EntreComp Framework (5 minutes)** **Step 2: Introduction to the activity (5 minutes)** In the first step everyone will get a card (Recycled paper) or (use the notes application on their phones), S/he will write 2 truths and 1 lie about them, a fact in the entrepreneurship field or generally. S/he will have the information written down and pinned. Everyone will get other cards (Recycled paper) representing the money. **Step 3: Guessing (10 minutes)** Every two participants will meet and guess the lie the participant wrote and if S/he guesses right S/he will get a card from the participant and if S/he guesses wrong, S/he will give a card to the participant

YERAME

	The activity time is 10 min, so the one who collects the most cards will be the winner.
Location (if there´s specific need)	Any location
Preparation time for the activity	5 minutes
Overall time of the activity	20 minutes
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Above 18
Skills required for the activity (trainers)? If any	N\A
Skills required for the activity (participants)? If any	- Critical Thinking - Interpersonal Communication - Decision-making
Benefits for participants	- Critical Thinking Development - Observational Acumen - Strategic Decision-Making - Networking Opportunities - Learning how to risk-take
Elements of adaptation/innovation	Instead of only using cards with truths and lies, we introduce additional types of cards representing money to encourage all participants to be involved with the activity. Also the game will be finished with winners and This addition could make the game more engaging and thought-provoking. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:**

for this level we propose to reduce the framework for a group activity illustrated by the instructor under direct supervision

Intermediate Level:

This activity has been developed for this level; you can implement it as it is described here.

Advance Level:

For an advanced level we will propose to let youth participants take responsibility in making decisions themselves rather than working in a group.

Expert Level:

For an expert level, we can introduce more levels of ambiguity in the questions and more risk taking by adding a consequence to risk taking during the activity as well as creating a sustainable technique to follow afterwards to address ambiguity.

Equipment needed for the activity	- Recycled paper or mobile phones - Pens
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	This activity is eco-friendly as we limit use of paper and replace it with recycled paper or use mobile phones instead to maintain sustainability
Possibility to involve stakeholders	Youth workers and young entrepreneurs can be involved in this activity
Method of evaluation	The participant who will have the most cards after the spent 5 minutes, S/he will be the winner
Extra resources	No

YERAME

- C14: Working with others

Descriptors:

"Work together and cooperate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary ." (EntreComp Framework, 2016).

Competence	C14_ Working with others
Name of activity	**The Paper Chains Challenge**
Short description of the activity (*max 200 characters)	To play Paper Chains, divide your players into equal-sized groups and ask them to allocate a leader and then they can explain the rules of the game to get the activity done. Once the rules have been explained, they now have 30 seconds to explain the rules to their team. After the 30 seconds have elapsed, the teams have three minutes to complete the challenge about a special issue facing entrepreneurs. The team with the longest paper chain at the end of the 7 minutes wins.
Objectives of the activity	- To promote effective communication, teamwork, and collaboration
Step-by-step implementation of the activity	**Step 1: Introduction to C14 from EntreComp Framework (5 min)** **Step 2: Activity explanation (5 min)** To play Paper Chains, divide your players into equal-sized groups and ask them to allocate a leader and then they can explain the rules of the game to get the activity done. The aim of the game is to make the longest paper chain possible using the resources provided while practising teamwork skills regarding collaboration as well as leadership skills.

Once the rules have been explained,they have 30 seconds to explain the rules to their team. After the 30 seconds have elapsed, the teams have 7 minutes to complete the challenge about a special issue facing entrepreneurs.

The team with the longest paper chain at the end of the three minutes wins and then we will have a reflection on what happened during the activity in terms of distribution of workload and balancing team work roles between participants as well as leadership skills bening appropriately implemented.

Step 3: The battle begins (5 minutes)

The team with the longest paper chain at the end of the three minutes wins.

Step 4: Group reflection on key elements of working with other applied to Entrepreneruship (10 minutes)

Location (if there´s specific need)	Any location
Preparation time for the activity	2 minutes
Overall time of the activity	25 minutes
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	Youth, above 18
Skills required for the activity (trainers)? If any	N\A
Skills required for the activity (participants)? If any	- Communication skills - Team working

Benefits for participants	- Communication skills development - Team working - Learning how to coordinate with the team
Elements of adaptation/innovation	The elements of adaptation and innovation in this activity revolve around the participants' ability to adjust their communication, problem-solving, and leadership approaches in response to the evolving challenges they encounter during the game. This promotes a dynamic and flexible approach to achieving the activity's objective. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** For this level we propose to reduce the framework for a group activity illustrated by the instructor under direct supervision **Intermediate Level:** This activity has been developed for this level; you can implement it as it is described here. **Advance Level:** For an advanced level we will propose to let participants take more responsibility to choose their different roles in the team and on figuring out the problems facing entrepreneurs and finding solutions to them while letting each one of the participants illustrate more on the mind map or techniques used to solve the issues faced. **Expert Level:** For an expert level participants should be able to do the mind map and SWOT analysis for working within this team as well as creating sustainable strategies to help entrepreneurs with the issues they might face. Also let them reflect about their opinions on the leader they chose and the reason for appointing the leader, the skills required in a leader and skills that were missing in their chosen leader to improve team work or achieve target and how to work on improving those drawbacks.
Equipment needed for the activity	One pair of scissors, eco friendly paper and tape for every team

Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Paper we use must be eco friendly
Possibility to involve stakeholders	Youth workers and young entrepreneurs can be involved in this activity
Method of evaluation	The team with the longest paper chain at the end of the three minutes wins.
Extra resources	No

YERAME

- C15: Learning through experience

Descriptors:

"Use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure (your own and other people's)." (EntreComp Framework, 2016).

Competence	C15_Learning through experience
Name of activity	**'Entrepreneurial Learning Reflection'**
Short description of the activity	This "Entrepreneurial Learning Reflection" activity provides youth entrepreneurs from rural areas with a structured opportunity to reflect on their experiences, extract valuable lessons, and apply those insights to their ongoing entrepreneurial endeavors.
Objectives of the activity	- To promote experiential learning and self-reflection among youth entrepreneurs from rural areas, helping them extract valuable insights from their own experiences.
Step-by-step implementation of the activity	**Step 1: Introduction to C15 from EntreComp Framework (5 min)** Start by briefly introducing the EntreComp competence "Learning through Experience." **Step 2: Sharing Experiences (10 minutes)** The trainer will ask each participant to think of a specific entrepreneurial experience they've had or a project they've worked on (e.g., starting a small business, organizing an event, launching a community project). In pairs, have participants share their experiences with one another. Encourage them to discuss what they did, the challenges they faced, and what they learned. **Step 3: Reflection Questions (30 minutes)**

The trainer will provide a list of reflection questions to guide participants in analysing their experiences:

- What was the main goal or objective of your project or venture?
- What were the key actions or decisions you took during the project?
- What challenges or obstacles did you encounter along the way?
- What worked well, and what could have been improved?
- What did you learn from this experience that you didn't know before?
- How have these lessons influenced your approach to entrepreneurship?
- What would you do differently if you did it again?

Participants will discuss the above questions in pairs

Step 4: Feedback and Discussion (5 minutes)

Invite each participant to share one key insight or lesson they learned from their experience. This should be a brief and focused sharing of insights.

Step 5: Wrap-up (5 minutes)

Conclude the activity by emphasizing the value of experiential learning in entrepreneurship. Encourage participants to continue reflecting on their experiences and learning from them in their entrepreneurial journeys.

Location (if there´s specific need)	There is not a specific need.
Preparation time for the activity	5 minutes
Overall time of the activity	55 minutes
Level of difficulty (foundation, intermediate, advance, expert)	Intermediate
Target group Youth	- Young entrepreneurs (from rural areas or not) - Any other stakeholder
Skills required for the activity (trainers)? If any	- Motivational Skills - Facilitation Skills - Communication skills - Conflict Resolution

Skills required for the activity (participants)? If any	The following skills are not required for the participant but are positive skills in order to complete the activity: - Initiative - Teamwork and Collaboration - Time management - Communication skills
Benefits for participants	Self-Awareness: Through reflection, participants gain a deeper understanding of their own experiences, strengths, and areas for improvement as entrepreneurs Networking Opportunities: Sharing experiences and insights with peers can lead to networking opportunities and potential collaborations.
Elements of adaptation/innovation	Participants after the presentations of their experiences, could provide their feedback and suggestions to the experiences from the other participants. Adaptation of the activity according to EntreComp Framework levels of proficiency: **Foundation Level:** For this level we propose to use the activity for discussion between the trainer and the participants and focus on the exchange of experiences about successful stories of enterprises. **Intermediate Level:** This activity has been developed for this level, you can implement it as it is described here. **Advance Level:** For an advanced level we will propose to prepare their experiences and also search for one additional story for a successful enterprise through online desk research. They would include an enterprise on a national level. **Expert Level:**

	For an expert level participants should be able to present also an enterprise which is a crucial status for the operation. Participants should define the risks and provide solutions.
Equipment needed for the activity	- Flipcharts or whiteboards or laptops - Markers - Sticky notes
Health and safety considerations	*Please make sure that above all indications provided here, all trainers must comply with national regulations in regards to health and safety.*
Transferability to different target groups	Transferable to different target groups, can be used with young people, adults and specific groups.
Eco-friendly aspect	Participants in order to take notes can use their mobile phones and/or laptops and not papers.
Possibility to involve stakeholders	- Business Associations - Educational Institutions - Nonprofit Organizations - Local authorities
Method of evaluation	Discussion and feedback between trainer and participants.
Extra resources	Link to C15 Learning through experience presentation

- Conclusion

- The importance of the EntreComp

According to a recent Eurostat report, one of the major challenges facing the European Union lies in the growing reduction of the population in rural areas, mainly of working age (20-64 years old) and youth (under 20 years old).

In our recently article "Youth Tackling Rural Depopulation"[2] Youth entrepreneurship can be a way to tackle rural depopulation in agreement with the idea that the early development of entrepreneurial skills contributes to regional development, as previous studies on the topic have shown. (Sanchez-Hernández MI , Maldonado-BriegasJJ, 2019)

In this context it is key to have EU and international frameworks that can serve as guidance to unified some minimum quality frame of knowledge that is required to enter in the exciting and challenging entrepreneurial world.

The EntreComp provídes a thorough Entrepreneurial Competence Framework . Moreover, the EntreComp Progression model enables the participant/ student/ entrepreneur to realise what are the levels of proficiency to each competence, and to be aware of the direction and projection for improvement. Besides, it can inspire youth worker, job counselors to adapt their sessions according to the level of performance in each competence of their group. With this guide we have developed variations with key recommendations to adapt each activity to the specific level of competence.

According to the study "Testing the EntreComp framework and its relation to start-up behavior in seven European countries" (Joensuu-Salo, Sanna;Viljamaa, Anmari;Varamäki, Elina, 20 Sep 2022) The EntreComp Framework "is related with start-up behavior and sensitive to role models and prior experience of entrepreneurship but is not sensitive to gender or level of education. The results also show that although the framework proposes three distinct areas, EC is unidimensional." Some other results from the 1228 answers that they study values is that Entrepreneurial Competencies can be addressed as a unidimensional construct and that it explains start-up behavior and develops through enterprising activities. The study also shows the impact of role models on EC. No difference in EC between genders is observed, suggesting the gender differences in entrepreneurship arise from factors other than competence" .[3]

---

[2] "Youth Tackling Rural Depopulation Article" developed through YERAME project with data from the 6th partner countries in. Uranga-Pascual, O; Obando S published on 3 November 2023.
[3] Notes taken from Article published on 20th September 2022: Joensuu-Salo, S., Viljamaa, A. and Varamäki, E. (2022), "Testing the EntreComp framework and its relation to start-up behaviour in seven European countries", *Journal of Small Business and Enterprise Development*, Vol. 29 No. 6, pp. 920-939. https://doi.org/10.1108/JSBED-04-2021-0156

We could imply here that it is essential to bring this resource closer to the youth ecosystem, training youth workers, job counselors and educational institutions and their staff as facilitators, mentors and role models to inspire potential young entrepreneurs.

This YERAME EntreComp Guide with adapted activities intends, as a non-formal educational method, to serve as a complementary resource and facilitate the implementation in entrepreneurship training and hopefully make the use of the EntreComp Framework more appealing.

As stated by the The EntreComp Framework in Practice Study : "the relationship between employability, regional development, and entrepreneurship is of utmost importance in the European context. By nurturing entrepreneurship, improving employability, and supporting regional development initiatives, European countries can drive economic growth, foster innovation, reduce regional disparities, and create a more resilient and inclusive society. Certainly, higher education must assume a more proactive role in the future concerning the employability of its graduates and the overall development of the surrounding region in which it is located" (Sanchez-Hernández MI , Maldonado-BriegasJJ, 2023)

Therefore the effort to disseminate, facilitate and encourage the use of EntreComp Framework and other resources to improve the youth entrepreneurial mindset and competences must go beyond the youth ecosystem and involve key stakeholders and local, regional m, Eu and international contexts.

- Recommendations about educational methods for the suggested activities.

First of all we should frame this work as a non-formal education resource that could serve youth workers, job counselors, career guidance and those working in the youth ecosystem as a tool to facilitate the use of the EntreComp Framework in Entrepreneurship learning.

We would like to recommend a Learner-centered education approach as a training where the focus of the educational process is the students and its competences and not the teacher.

Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving (Young, Lynne E.; Paterson, Barbara L. 2007) and we believe this is key to contributing to the growth and development of the future entrepreneurs.

The future entrepreneurs should take an active role in all phases of their training by being aware of their starting point. We would propose to encourage them to self assess and make conscious decisions on their training and learning objectives.

Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. Constructivism proposes a paradigm in which the teaching process is perceived and carried out as a dynamic, participatory and interactive process of the subject, so that knowledge is an authentic construction operated by the learner (by the "cognising subject"). Constructivism in pedagogy is applied as a didactic concept in action-oriented teaching.[4]

However, this doenñt imply that the overall training shouldn't have a clear plan and structure to make sure all content is tackled and in case more guidance is needed . This will be the case for participants with a foundation/ intermediate level or those who have never experienced being the center point of their learning process . In situations that require discovery, advocate the use of directed discovery. propose that beginners be "cognitively active" during study and that instructors use "directed practice". (Mayer, 2004).

As a result, we highlight the necessity to contextualize the training within the participants' reality in terms of their needs, expectations and capacities. "Learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process." (Vygotsky,1980) .

Moreover, we also need to contextualize the training in terms of the needs, opportunities, potentialities and limitations in the community or region the business wants to be developed.

In this sense, we recommend all facilitators and trainers to review the section 2 "Focusing on Youth" on this report that briefly explains some characteristics of the target group with specificities in each country but also common ones.

In addition, we would advise to use the following YERAME reports as a resource to help contextualize appropriately Entrepreneurship training.

Both reports have been developed by YERAME project partners and are available to download in all partnership languages (English, Italian Greek, Spanish and arabic)

- [National Guide on Successful Youth Entrepreneurship](#)
- [Mapping of Good practices](#)

---

[4] Notes from article on wikipedia January 2018: https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)

- Bibliography

- Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. 2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

- GitnuxBlog: Key Resources Mobilization Strategies [Recent Analysis]. https://blog.gitnux.com/strategies/resources-mobilization-strategies/

- Jones, Leo. (2007). The Student-Centered Classroom. Cambridge University Press.

- Joensuu-Salo, S., Viljamaa, A. and Varamäki, E. (2022), "Testing the EntreComp framework and its relation to start-up behaviour in seven European countries", *Journal of Small Business and Enterprise Development*, Vol. 29 No. 6, pp. 920-939. https://doi.org/10.1108/JSBED-04-2021-0156

- Sánchez-Hernández, M.I.; Maldonado-Briegas, J.J. The EntreComp Framework in Practice: A Case Study Linking Employability, Entrepreneurship, and Regional Development. *Sustainability* **2023**, *15*, 12022. https://doi.org/10.3390/su151512022

- Sánchez-Hernández, M.I.; Maldonado-Briegas, J.J. Sustainable entrepreneurial culture programs promoting social responsibility: An European regional experience. Sustainability **2019**, 11, 3625. [Google Scholar] [CrossRef][Green Version]

- Uranga Pascual, O, Obando, S Youth Tackling Rural Depopulation. YERAME Project 2023 nov https://yerame.infoproject.eu/2023/11/13/youth-tackling-rural-depopulation/

- Young, Lynne E.; Paterson, Barbara L. (2007). *Teaching Nursing: Developing a Student-centered Learning Environment*. p. 5. ISBN 978-0781757720.

- Wikipedia (2018) Constructivism (philosophy of education) https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)

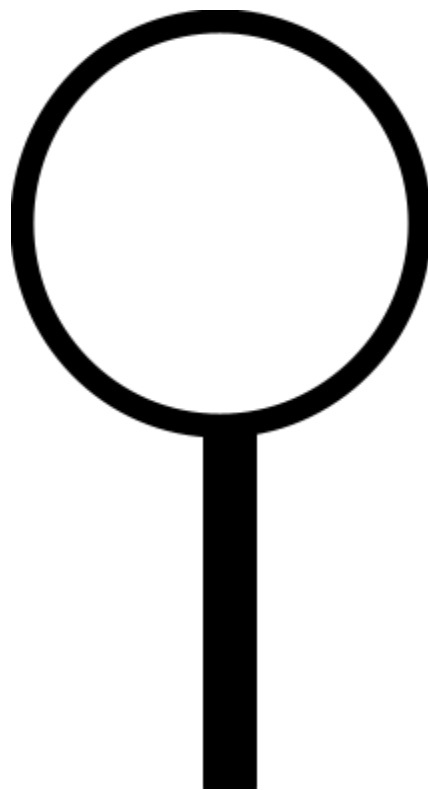- Vygotsky, L.S. (1980). *Mind in Society*. p. 89. ISBN 0674076699.

-   ANNEXES

-   Annex 1: Extra resources Activity C1: Spotting opportunities

- Annex 2: Extra resources Activity C5: Ethical and sustainable thinking

How long do different materials take to biodegrade?

1 DAY

PAPER TOWEL
2-4 weeks

APPLE CORE
2 months

COTTON T-SHIRT
2-5 months

1 YEAR

PLYWOOD
1-3 years

CIGARETTE BUTT
1-10 years

50 YEARS

LEATHER
50 years

ALUMINIUM CAN
80-200 years

PLASTIC BOTTLE
500 years

GLASS BOTTLE
1,000,000 years

Brown Recycling offer recycling, skip hire and waste management services in Staffordshire & beyond - get in touch on 0800 998 1069.

BROWN
RECYCLING LIMITED

brownrecycling.co.uk

- Annex 3: Extra resources for Activity C8: Mobilising resources

The 12 strategies and their definition[5]:

1. ASSET MAPPING: identify available resources at the local, regional and national level, including financial, human, digital and physical assets as well as existing networks and partnerships.
2. DIVERSIFICATION OF FUNDING SOURCES: explore and expand multiple funding streams, including grants, sponsorships, and in-kind donations, to mitigate against potential financial shocks.
3. ENGAGING STAKEHOLDERS: develop relationships with key stakeholders, both within and outside your organization, to mobilize support and resources, such as volunteer time, expertise, and knowledge sharing.
4. CAPACITY BUILDING: invest in the professional development and skillsets of your workforce, including leadership and management, to maximize organizational effectiveness and improve resource mobilization capabilities.
5. PUBLIC _ PRIVATE PARTNERSHIP (PPPs): collaborate with private sector organizations to leverage resources and expertise, enabling service delivery, reducing costs, and fostering innovation.
6. COMMUNITY MOBILIZATION: engage and empower local communities to take part in project initiatives, contribute resources, and help in the implementation process.
7. ALIGNIGN WITH POLICIES AND LEGISLATIVE FRAMEWORK: ensure that your activities are in line with relevant national and international policies and frameworks, which can open doors to additional funding and strategic partnerships.
8. DEVELOPING A COMPELLING VALUE PROPOSITION: clearly communicate the impact, relevance, and benefits of your work to potential donors and partners, making a strong case for why they should support your cause.
9. CORPORATE SOCIAL RESPOSIBILITY (CSR) INITIATIVES: partner with businesses that are actively seeking socially responsible investments and projects, leveraging their resources and expertise for mutual benefit.
10. CROWDFUNDING AND PEER TO PEER FUNDARAISING: Utilize online platforms and social media channels to raise money from the general public, enabling supporters to share campaigns with their networks and amplify your reach.

---

[5] Source of the definitions: https://blog.gitnux.com/strategies/resources-mobilization-strategies/

11. NETWORKING AND PARTNERSHIP BUILDING: attend conferences, workshops, and sector-specific events to establish connections with potential donors, partners, and other organizations in your field, fostering collaboration and knowledge sharing

12. IMPLEMENTING MONITORING AND EVALUATION SYSTEMS: Track and measure the effectiveness of your strategies and initiatives, demonstrating your impact and increasing the likelihood of attracting resources.

- Annex 4: Extra resources for Activity C12: Planning and management

The Business Model Canvas