Stations

for Skills Development in the 21st Century

Contents

Introduction

This guide covers everyday life and job skills for individual›s aged 29-16 seeking employment or training opportunities. This guide helps young people develop themselves through a self-awareness journey, exploring their skills and capabilities to reach their destination. Moreover, the training guide is the first step designed to help young people advance and develop comprehensively, taking into account their different aspects. It enables them to embark on a journey of self-awareness, explore their skills and capabilities, and use them to achieve many milestones, ultimately deciding their destination. It helps young people develop soft skills, become job-ready, explore job opportunities, navigate virtual work, and establish a business using design-thinking methodologies.

The training guide consists of seven Stations, each with objectives. These objectives can be completed in any order, allowing youth to switch between them based on their plans and the trainers guidance:

Station I: Awareness.

Station II: Soft Skills.

Station III: Preparing for the labor market.

Station IV: Looking for work and training opportunities.

Station V: On-The-Job Skills.

Station VI: The Virtual World.

Station VII: Design Thinking.

This training guide aims to help young people discover their skills and abilities, organize their ideas and expectations, and become competent and competitive in the job market. Additionally, This guide helps young people discover their skills, become competent in the job market, and live a balanced life, the youth are expected to:

- Be aware and ensure their soft skills and interests.

- Develop their skills to be prepared to enter the labor market.

- Recognize the skills needed after getting a job.

- Possess the skills that qualify them for self-employment and entrepreneurial businesses.

- Make their personal choices and set their objectives.

About the Project

The intervention "Skilled Young Palestine – Improving Resilience and Job opportunities for Youth (SYP)", aims to contribute to support Palestinian Youth in gaining economic autonomy and building their resilience. The intervention targets vulnerable areas in Palestine and aims to facilitate the transition to employment and self-employment through improving skills and competences among Palestinian youth. There are two main results for the project:

Result 1 – Increased labour market opportunities for youth by supporting technical skills development demanded by the labour market:

Under this result, the project will build the technical competences of young people through enhancing the partnership between the TVET (Technical Vocational Education and Training) institutions and the private sector to conduct Continuous Vocational and Education Training – CVET (Continuous Vocational Education and Training) for youth (vocational track). The private public partnership will ensure a skills match between what TVET institutions provide, and the private companies demand, following Work Based Learning Scheme. In this component, the private sector will be the driving force for youth employment through supporting the sustainability of CVET by establishing skills development funds within the private sector umbrellas.

Result 2 – Young people have gained 21st century skills for work and life:

Under this result, the project will build the 21st century competences of vulnerable youth through establishing innovation hubs within civil society organizations. These hubs will be highly motivating places where young people receive training on 21st century skills (including entrepreneurship, digital skills and life skills), while being in a creative environment equipped with modern digital and technological equipment that connects to the world and interests of youth. Within this result, two main tracks will be promoted: the employment track (oriented towards building skills for (self-)employment) and the resilience track (building resilience skills).

Direct beneficiaries: Palestinian youth, especially vulnerable youth and young women

Strategic partner: Ministry of Labour

Implementing partners: private sector umbrella organizations, vocational training centres, private enterprises and community-based organizations

Intervention Areas: Gaza Strip, West-Bank and East-Jerusalem

Trainers Guide

«Stations for Skills Development in the 21st Century» is a training manual for youth to develop their skills, career plans, and personal achievements. It aims to provide a fair and supportive environment to help them make informed decisions and pursue their professional journey or entrepreneurial ideas.

Youth-Centered Guide

The goal is to facilitate youth-centered activities where young people lead the thinking, planning, and presenting. Encouraging participation and respecting their thought process is crucial. As a trainer, you play a crucial role in acknowledging and confirming their skills and abilities, inspiring and encouraging them to find their path. Creating a safe and respectful environment ensures that everyone feels included and valued.

Let›s create rules for mutual respect and establish a strong connection with the youth to increase their confidence, leading to a mindset change.

Enhance Confidence to Change Behavior

In order to change behavior and boost self-confidence, young people need to experience new social and intellectual and participatory situations within a specific space, so that new values and a new mindset that enhance their self-confidence are formed to lead the behavior change themselves. This should be a shared safe space. In collaboration with the participants, develop a set of rules of mutual respect. At the same time, create the necessary rapprochement between the young people and you to increase their self-confidence as well as their confidence in their colleagues and in you. An environment of confidence promotes self-reflection and thinking, and it helps them in realizing and formulating their own paths.

The circle in which these young people find themselves is unbalanced and unequal, and therefore attention and encouragement to intervene and build self-confidence and confidence in others must be «personalized ". Your goal is to make the space equal so that everyone can participate and build self-assurance and confidence.

Provide Enough Space to Participants and Encourage them to be Engaged

One of the most important pillars of the training manual is that it gives sufficient space for young people and high flexibility for the trainer or facilitator to connect the content to reality and local context. Encourage everyone›s participation. Stimulate curiosity, engagement, discussion, expression, and reflection, and pay attention to different learning methods and consider the individual differences.

If you notice that someone is talking or interfering too much, try at least to motivate others to respond to comments. Set time limits. Tell them that it is important for them to learn to compile and summarize ideas and opinions. Develop a plan for them « to talk » in limited periods of time, if necessary. Ask those who haven›t spoken or those who have a different opinion to talk.

When you ask a question, let everyone think for a few seconds before asking anyone to answer. And always try to be neutral; let them formulate their opinions independently. Wait until the end to see if there is a need to add something. Remember that from a learning perspective, it will always be better for them to come up with their own conclusions instead of doing the job for them.

Knowledge and know-how: Learning as a Group Process

Participation is essential in building dynamic and collective knowledge. Remember that communication affects all participants in the process; therefore, this dynamic, reflective and participatory approach allows each person to better assimilate the knowledge.

Training Manual Methodology

- The Manual addresses young people and they are its focus.

- Experiential learning in small groups and large groups.

- Sessions are based on dynamic interactive activities.

- Meditation is the key component in learning.

- The Manual considers individual differences in learning.

- The Manual is based on participatory and interactive learning methodology and using simulation, role-playing, social drama, brainstorming, problem- solving and illustration methods.

- Manual activities adopt a participatory approach, discussion groups and open questions.

- The Manual adopts techniques and methods that simulate the requirements and needs of young people in the Palestinian society.

- The Manual, its content and activities are gender-sensitive and focus on the complementarity of gender roles to build a healthy Palestinian society.

The Manual introduces a new approach to learning entrepreneurial skills by highlighting the most important entrepreneurship skills in each training session through the methodology of the general framework of entrepreneurship skills "EntreComp"

Entrepreneurship Competence General Framework: EntreComp

The training Manual introduces a new approach to teaching entrepreneurial skills as a horizontal competence that individuals and groups must acquire. The training guide introduces a new approach to teaching entrepreneurial skills as a horizontal competence that individuals and groups must develop. The training Manual used the general framework of entrepreneurial competence to identify and explain the specific entrepreneurial competencies to trainers and trainees. By doing so, these skills were connected to promote the development of entrepreneurial thinking and competence.

EntreComp, short for the Entrepreneurial Competence Framework, is a tool designed to develop young people›s entrepreneurial skills. Its main objective is to establish a shared understanding of entrepreneurial competence by outlining three skill areas, a list of 15 skills, learning outcomes, and competency levels. This framework provides a foundation on which current and future initiatives can rely to foster the entrepreneurial ability of youth.

The Entrepreneurial Competence Model (EntreComp) was created to establish a shared understanding of entrepreneurship as a competence. This aims to help individuals enhance their skills to effectively participate in their communities, manage their personal and business affairs, and contribute to initiatives that add value to society. Developing concepts defining entrepreneurship as a competence is the first step toward creating a general reference framework. Entrepreneurship is a fundamental skill that individuals, groups, and institutions can apply in various areas of life. It involves seizing opportunities and ideas and transforming them into valuable ventures for others. The context of the entrepreneurial competence study highlights that entrepreneurship is a horizontal skill that can be utilized in different contexts. Value can take various forms, such as material, cultural, or social. This definition focuses on creating value across domains and chains regardless of their quality or context. The provision of value is aimed at the public, private, and other sectors, as well as the third and common sectors. Therefore, it encompasses different types of entrepreneurship, including those within enterprises social, green, and digital projects.

EntreComp can be applied as a skill in various fields of life. It empowers citizens to promote self-development skills, contribute to effectively develop their communities, and enter the labor market as employees or self-employed, and create businesses for cultural, social or commercial purposes.

The model concept of the EntreComp Skills Framework consists of two tracks: the first includes the three skill areas, which directly reflects the definition of entrepreneurship as the ability to turn ideas into business that contributes to provide value for others; the second includes the 15 skills that together form the building blocks of entrepreneurship as a skill that all citizens can acquire.

The three main areas of the model concept are "ideas and opportunities", "resources", "practical application." These areas have been identified to emphasize that the skill of entrepreneurship is the ability to transform ideas and opportunities into valuable business by managing and leveraging available resources. These resources can be personal (e.g. self-awareness, self-efficacy, motivation, and perseverance), or material (e.g. means of production, financial resources), and immaterial (e.g. specialized knowledge, skills, attitudes). The three areas of skills overlap and interrelate strongly, as entrepreneurship as a skill is at the top of these three areas combined. The 15 skills are also interrelated and interconnected and should be perceived as parts of a whole. We do not suggest that the learner should have the highest levels of proficiency in the 15 skills or have the same level of proficiency in all skills, as the general framework indicates that entrepreneurship as a skill consists of the 15 skills mentioned in the template. The figure below contains an explanation of these skills, where the skills are distributed in the sections of the figure, and a different color was used for each of the three areas. The blue color indicates "ideas and opportunities" related skills, the orange for resource-related skills, while the green indicates »work related skills. These 15 sections are surrounded by three circles that include skill areas. This figure emphasizes that the interdependence between skill areas, and skills themselves do not dictate absolute separation by classification. For example, creativity is classified as one of the skills related to the field of «ideas and opportunities» although the creative process involves the use of resources and the ability to harness ideas and their use in valuable works.

This model defines entrepreneurship as a horizontal skill, which can be applied in various walks of life, starting from personal development to active participation in society, to re-entering the workplace as an employee or self-employer, or in small businesses (cultural, social, commercial). This definition was derived a wider definition of entrepreneurship that is based on contributing to the achievement of cultural, social or economic value.

Therefore, it contains different types of entrepreneurships including internal initiatives, social, green, and digital enterprises. It also applies to all individuals and groups (teams and institutions), and it is based on value creation in the private, public, and other sectors. Finally, this definition is neutral as it is based on ideas and opportunities to provide value to others in any field and value chain. This model was developed based on a set of approaches and methods, which are based on academic reports, in-depth analysis of several case studies, desk research, and consulting.

Entrepreneurship Competence

Practical application
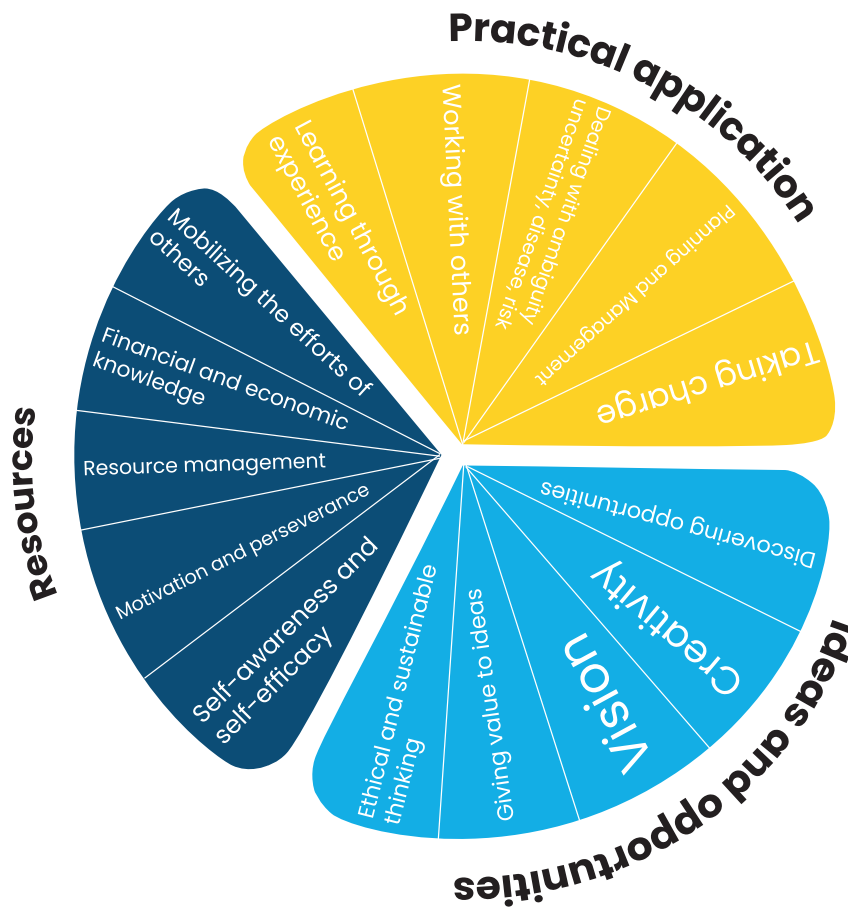
The figure above illustrates that initiative- taking and entrepreneurship can be defined more broadly as a capability to turn ideas into action, ideas that bring value and benefit to others but not just to the person himself/herself. Initiative-taking and entrepreneurship are essential horizontal skills that every citizen needs to develop himself/herself and ensure his/her development, effective citizenship, social inclusion, and work in a knowledge-based society.

The structure of the training session

The training session has four sections that cater to individual learning styles and aim to motivate active participation. Each section has a station to assist youth in achieving objectives:

Access Card

This section of the training session serves as an interactive introduction that creates the main link between participants and session objectives. The purpose of having this section is for the young people to feel the importance of the topic for them to be the signal that will keep the youth engaged in the remaining parts of the session. Various techniques are used in this section, including short story, simulation, role-playing, video presentations, drawing, group game and brainstorming questions and many more. The Access Card will be the means to enter the station and learn therein.

Understanding and information

In this section, the trainer facilitates a dialogue and presents the theoretical content of the training material. It is important for the trainer to keep on activity and the group so that the participants do not get bored. Many training techniques were employed in this section, including visual presentations, use of colors, group discussion, group games and other techniques that help the trainer to facilitate the discussion and presentation of content.

Practicality

Practicality is the most important part of the training session, and it is the part to which the longest time was allocated, and working groups are formed to apply the concepts presented in the previous section. In this section the young people begin real learning and discover their strengths and weaknesses that need to be developed. The Manual provides the trainer with several techniques and training methods that will make the implementation joyful for the youth group as well as for the trainer. This section is based on interactive group work, group games, building, drawings, group presentations, competitions, and many other training techniques.

Reflection and Tasks

Learning by reflection and facilitation questions constitutes a safe space for young people to reflect on their personal skills and develop personal development plans. Young people use this time to review content and lessons learned personally, trying to relate them to their own life experiences. The Manual provides tools and questions the trainer needs to carry out this part of the training session as it is important for the trainer to help the youth in directing their skills and showing the means through which they can develop such skills. In this section, the trainer asks for the implementation of tasks outside the training hall, so that the skills system is linked to personal and practical life of young people, and it encourages them to pass that knowledge to their peers, families, and friends.

Training Methods

The training manual uses multiple means to generalize the benefit as the persons' behaviors differ and their interaction with different tools also differs. Therefore, multiple tools will be used to give the training high flexibility and diversity in terms of transferring the information to cover the different interests of the trainees in knowledge acquirement-based model. This model includes: group work, practical exercises, open discussion, individual work, flip charts, and reflection as well as a break after each set of exercises.

Open Discussions: Asking questions to engage attendees in the discussion. This exercise is important to avoid boredom when only one person is talking. Open-ended questions should be asked, including why and how, away from answers of only yes or no answers.

Work Teams: Teams offer a chance to group members to talk and learn from their peers. Some people who do not talk in open discussions will find a better opportunity to talk in small groups.

Individual work: it follows the work in a group or team as it is suitable for each trainee to think about the topic after discussion, which enriches the learning process. It is also used for exercises that require providing data or individual information or working outside the scope of training.

Writing Board or Flipchart: it is important for drawing attention and using drawing in the training.

Exercises: they are important for motivating and energizing the participants and are basically used to consolidate the training material. Exercises can be used, for example, when attendees lose focus or attention, and it is important to be implemented at the right time. This type of exercise helps the trainees to remember and memorize what they have learnt from the training.

Reflection: it is crucial for the person to keeping and concentrate information by linking it to reality or a person›s practical experience to understand the purpose of training. The focus in such a situation will be on the person›s experience and vision.

Breaks are also necessary at every training session to give participants time to move, eat, drink, and re-energize before starting a new exercise.

Session management techniques

You conduct the session flawlessly as a trainer to meet the desired objectives. The guide will assist you in this endeavor, but you must make several decisions during the sessions.

To ensure proper management, please follow the list of recommendations below

Ask open-ended questions which have no correct answer in your mind.

Quickly create groups and change group members: take the initiative and not be afraid to surprise the class.

Always allow and encourage making different conversation circles when working in groups. This will make them learn twice as fast.

Use random criteria to assign roles within groups to give equal opportunity to males and females to participate. Do not just choose who volunteers first, the most motivated youth or the natural leaders. This helps to ensure time management and divide tasks randomly.

Wait a few seconds after asking a question before asking anyone to answer.

Accept their opinion and do not share your opinion. Do not try to convince them.

Allow a limited time to respond to each question

.You can reduce the questions to finish the answers early. You can also simplify the steps to allow the session to end at the specified time.

Use the entire group time efficiently: Give an example and only conclusions. The answers were completed either in groups or individually.

Try to be brief.

Do not dictate concepts. Write the keywords on the board so that the students can take notes. Allow them to take notes in their notebooks.

Prepare labels in advance if that helps you manage your time better.

Adapt questions or terms if you think students do not understand them. Try always to keep meaning and purpose in mind.

To make them think, ask tough questions while remaining neutral. Do not tell them what they should think.

Integrating people with disabilities into life skills training

Developing life skills is crucial for individuals to improve their quality of life. Providing such training to individuals with disabilities is essential, and ensuring they are effectively included in these trainings is critical. This significant challenge requires understanding and respecting their needs while creating an inclusive and encouraging environment.

Therefore, it is vital to know the capabilities of the participants in advance when planning training sessions, especially when it involves people with disabilities. This initial review can be the key to providing a successful and relevant training experience for everyone involved. Here are some essential reasons why you should know the participants' abilities in advance:

- Personalized training: By identifying the type of disability a participant has, trainers can personalize content and activities to meet their needs. For instance, large print materials or assistive technologies can be used for participants with visual impairment to make information more accessible.

- Qualified trainers: Knowing the number and types of disabilities among participants can help trainers prepare and develop their skills to cater to diverse needs. Trainers can receive specialized training on interacting with people with disabilities respectfully and effectively.

- Environment and safety: The training environment, materials, and tools must be suitable for all participants, including those with disabilities. It is essential to ensure that the venue provides easy and safe access for people of all abilities and that exercises and activities are designed in a way that does not pose a risk to any of the participants.

- Inclusion and excellence: Designing training programs that enhance excellence and use everyone's skills effectively is only possible when the capabilities of all participants are known. Focusing on inclusivity can improve the learning experience and boost self-confidence for all participants.

- Effective communication: Information about participants' abilities can improve communication between trainers and participants. Trainers can use this information to enhance the training experience for everyone by making adjustments based on individual needs.

In short, knowing participants' capabilities in advance is an essential process to ensure effective and comprehensive training delivery. This information should be integrated into the planning and implementation process to maximize the benefit of participants, regardless of their abilities and needs.

- Essential principles of integration:

- Understanding and awareness:

1. It is crucial to understand different types of disabilities and accompanying needs.

2. Promote awareness that disabled individuals can effectively participate in life skills training.

- Environment conditioning:

1. Provide an appropriate training environment for the needs of people with disabilities.

2. Provide space for easy movement and access.

- Personal guidance:

1. Individual guidance for people with disabilities to help identify their goals and training needs.

- Software design:

1. Include training content appropriate to the level of disability

2. Use multiple educational methods to meet different needs.

- Social interaction:

1. Encourage communication and cooperation between participants with disabilities and other participants.

Tips for trainers:

- Understanding needs:

1. Before starting the training session, check that you have understood the needs of participants with disabilities. You may need to pre-interview them to find out their needs and interests.

- Resource allocation:

1. Ensure that participants with disabilities are provided with resources and tools, such as compatible programming interfaces, text editing tools, and other technological assistants.

- Diversity of educational methods:

1. Use various teaching methods to ensure that information reaches all participants effectively. Use written texts, audio, images, and videos.

- Effective communication:

1. Communicate effectively with disabled participants and listen to their needs and suggestions. Be open to modifying the training session if necessary.

- Catalyzing the reaction:

1. Urge participants to participate actively in the session. Stimulus and open-ended questions can encourage discussion and exchange of ideas.

2. Suppose trainers have detailed information about the participants. In that case, they can adapt the training sessions to ensure the inclusion of people with disabilities by allocating appropriate resources, using various educational methods, and communicating effectively with the participants.

How to choose the appropriate training path:

Trainers should assess participants› needs before training. This helps them make informed decisions about the training path:

Assess Participants' Needs:

Before training, trainers must assess the participants› knowledge, skills, and interests. This can be achieved through questionnaires or individual interviews.

Analyze Objectives:

Define training goals: develop skills, promote design thinking, balance work & personal life.

Design Multiple Training Paths:

Trainers can design different training paths based on participants› needs and goals. These paths can focus on one or multiple stations as per the specific requirements.

Tailored training sessions can target different groups of participants. For instance, university students can be offered sessions to develop employability skills, while graduates can attend training sessions dedicated to job search. It is important to use various sessions to meet the specific needs of each group.

Use Various Sessions:

Training should be diversified with appropriate methods for the content and objectives. Workshops for on-the-job skills, group discussions for design thinking, and lectures for essential information.

Customize Programming:

«Training session›s organization and content need to be determined by the organizers. Programs can be designed gradually.»

Training programs can be designed to be gradual, starting from the beginning level and reaching advanced levels.

Flexibility and Adaptation:

Training programs must be flexible to adapt to the changing needs of participants and developments in the field of work.

Combine personal and professional skills. Develop communication, time management, problem solving, and teamwork skills.

Performance Evaluation and Feedback:

Evaluate performance and training quality to improve future programs.

Regardless of the station content or the mix of different sessions, the training program should include an opening session on the first day and a closing session on the last day.

The training session is crucial for introducing the program, clarifying the schedule, and encouraging active participation.

Opening and closing sessions are important to motivate participants and enhance their engagement in the learning process. Certificates are provided and outstanding participants are recognized during these sessions.

Opening and closing sessions are crucial to engage participants and motivate them to achieve training goals

«The training course is designed to adapt to the needs and goals of participants.»

The training course design varies based on the target group›s needs.

Station I: Awareness	Station II: Soft Skills	Station III: Preparing for the labor market	Station IV: Looking for Work and Training Opportunities	Station V: On-The-Job Skills	Station VI: The Virtual World	Station VII Design Thinking
Opening session						
Who am I?	Effective Communication	Developing the Professional portfolio	Career Planning	Working Within a Professional Team	Using Computer Software and E-Mail	What is Design Thinking?
My Abilities	Collaborative leadership	Arts of CV Writing	Analysis of Job Offers	Professional Writing in the Workplace	Creating Your Brand	Stages of Design Thinking
My Values	Coping with stress and Emotions	Cover Letter Writing Skills	How Can You Find a Job?	Understanding Job Roles in the Work Environment	Self-Employment Through Social Networking Sites	Empathy
My Goals	Problem-Solving	Preparing for Job Interviews	Understanding and Analyzing the Labor Market	Decision Making	How to Market Yourself on Facebook and Instagram	Define the problem

Self-Confidence	Creative Thinking	Presentation Skills	My Network	Work Ethics	Freelance Websites (i.e. Mostaql)	Ideate
Self-Learning	Critical Thinking	Creating a Professional Profile on LinkedIn	Identifying Training Opportunities	Palestinian Labor Law and Workers' Rights		Prototyping
	Time Management	Filling out an Application Form and Training Grants		Meetings Management		Testing & Implementation
	Managing Financial Expenditures	Examining Labor Market				Business Model Canvas
	Effective Team Member					Networking with the Ambient Environment
						Characteristics of Entrepreneurial Personality
						Report Writing Skills
Closing Session						

Station I: Self-Awareness.

Opening session

Objectives of the Session

At the end of the session, Participants will have the ability to:

- Determine the skills acquired in the training program.

- Create a harmonious training community.

- Set rules of conduct as practiced in the program.

- Design the knowledge stations that participants will traverse.

Competencies and skills included in the training session :

Sections	EntreCompEdu	EntreComp	Tips for trainers
• Access Card • Interactive Activity.	• Reflection • Clarity	• Adding value to ideas • Creativity • Self-awareness and Self-Efficacy • Motivation and Perseverance • Effective Communication • Collaboration with Others • Learning via experience	This introductory activity aims to connect the training with relevant life skills by thinking about and expressing self-aspects creatively and personally. It aims to energize and motivate the participants and support them to understand themselves and each other better.
Understanding and Information	• Creativity • Cooperation	• Opportunity Exploration • Creativity • Vision • Adding value to ideas • Mobilizing the efforts of others • Planning and management • Collaboration with Others	This activity supports participants in defining successful features or success criteria for training sessions that promote fun and interaction and urges participants to benefit from their experiences.

Practical application	• Creativity • Cooperation	• Opportunity Exploration • Creativity • Vision • Adding value to ideas • Resource Management • Mobilizing others • Planning and management • Collaboration with Others • Learning via experience	Co-creation of training guide-lines for constitution building increases ownership of such policies and compliance. This activity can also secure a more significant commitment to the training in line with a better understanding of the training spirit.
Reflection and Tasks	• Reflection • Clarity	• Determining your strengths and weaknesses. • Learning via experience	Reflection should emphasize what has been learned and the evidence for such learning.

Training Session Supplies:

Dixit Cards, Markers, flipcharts, smart board, foam board, sticky notes, colored woolen threads, twist wires sticks, and a small rubber ball.

Duration of the Training Session: 60   min

Implementation plan:

Access Card (15 min)

Before starting the first activity, ask one of the participants to assist you in placing the Dixit Cards on a side table or the floor in ample enough space.

Begin the training program by welcoming and actively engaging the participants. Inform them that the first activity will commence immediately.

Provide clear instructions and then ask each participant to pick a Dixit card that best represents a skill, attribute, or interest they possess. They have two minutes to make their selection.

Once the time has elapsed, ask all the participants to form a circle and introduce themselves. They should state their name and explain why they chose that particular card. Start by introducing yourself as the trainer and justify your selection.

After the introductions, thank everyone for participating and explain how the activity enhances multi-skills such as presentation skills, teamwork, and decision-making.

It is important to note that most participants may already know each other. To help them remember names, you can conduct a quick rubber ball activity. Pass the ball to each participant, who then mentions their name until everyone has introduced themselves.

Substitute Activity: Ball Catcher (15 minutes)

Begin the training session by introducing yourself and explaining your experience and interest in training.

Announce that the session will start with an activity called the Ball Catcher game.

Ask the participants to stand and form a circle. Explain that the Ball Catcher will introduce themselves by stating their name, interests, and hobbies. They will then throw the ball to another participant to identify himself.

Ensure that a different person is chosen from the group to introduce themselves each time.

After you finish, ask the participants to throw the ball again to the same person, but this time, ask them to call out the name of the person to whom the ball was passed and mention the hobby or skill that this person presented about himself. Repeat until you remember all the names.

Understanding and Information (15 min)

Before starting the training program, explain to the participants its objective - to help them develop life skills and acquire skills that will prepare them for solid competition in the labor market or self-employment.

Divide the participants into groups using the count from 1 to 4 or according to their number. Ask them to identify the facilitator and speaker in the group. Give them only 3 minutes to discuss the ideal training guide in life skills, employment skills, and self-employment so they can present the most crucial training topics and titles that the guide should include.

After 3 minutes, ask each group's speaker to mention the titles and topics on a flipchart.

Display the training topics to be implemented in the program. You can use presentation methods such as flipcharts or a smart board.

Tell the participants that the program will be fun and interactive.

Practical Application (25 min)

explain to the participants that they will design and implement a skill station maze of seven paths with different colors, each path titled as follows: self-awareness, soft skills, labor market readiness, job searching, job or training, virtual world, and design thinking.

The participants will have 25 minutes to complete this activity.

Ask them to think creatively and discuss within the large group, making sure they choose a facilitator.

Explain that the main task is to design and implement a structure for the station maze. They can use sticky notes, glue, woolen threads or colored pens, medium-sized foam board, and twist wire sticks to design it.

Imagine that this maze is the journey for this training, including the size and numbers required to run it, the paths, and the standard way to exit from the station or move to another station.

Make sure the participants understand the purpose of the maze.

After completing the maze structure design, ask the trainees to choose two people to talk about their achievements and how they made it.

Explain that the participants will put the skills acquired from the training on the design stations daily. They can write the skills on paper, design flags with skills written on them, or any other design. They can then move to another station after completing the required skills.

Training Session Rules:

Explain to the participants that they will play the Executioner, Ruler, or Citizen game.

Divide the participants into three groups using colored sticky notes, specifically red, yellow, and blue sticky notes.

Distribute the sticky notes evenly among the three groups of trainees.

Divide the groups into three categories: the Red Group, the Yellow Group, and the Blue Group.

Explain the task of each group as follows:

The Red Group (Rulers): This group has the most power to enact laws.

The Yellow Group (Executioners/Policemen): This group has the authority to determine the punishment. The members of this team will write their names along with a list of sentences and justifications for choosing these punishments.

The Blue Group (Citizens): This group comprises ordinary citizens. The participants will write their names, list their rights, and make a list of things that the red and yellow teams cannot touch.

Have each group discuss and write down their ideas on three separate sheets of paper. They must agree on all of the points above.

Hang the notes on the wall so that the directives accepted by the participants will be the "training constitution" that everyone must respect and abide by.

Reflection and Tasks (5 min):

At the end of the opening session, lead a discussion by asking the following questions:

How do you feel after the first training hour?

What are the skills learned during this session?

Ask the participants to commit to the training time and psychological readiness for a fascinating interactive journey.

Session 2: Who am I?

Objectives of the Session

At the end of the session, Participants will have the ability to:

- Determine their skills and interests.

- Create a vision to develop their skills and interests.

- Increase the ability to market oneself through soft skills and attributes.

Competencies and Skills Included in the Training Session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Reflection • Clarity	• Opportunity Exploration • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance	This activity will discover interests and skills and link them to ideas to be developed in the future.
Understanding and Information	• Creativity • Value Creation	• Motivation and Perseverance • Vision • Collaboration with Others	This activity is the first step for the participant to identify special skills and interests that can be built on previously and turned into ideas.
Practical application	• Creativity • Cooperation • Clarity	• Creativity • Vision • Exchange and project ideas • Self-awareness and Self-Efficacy • Collaboration with Others • Motivation and Perseverance • Resource Management	This activity gradually gets the participants out of the circle of safety so that they start presenting their skills and interests that can turn into entrepreneurial ideas in the future and be the foundations upon which we rely in the upcoming training sessions.
Reflection and Tasks	• Reflection • Clarity	• Motivation and Perseverance • Effective Communication • Learning via experience	This activity encourages thinking and connects the learning in the training room with the private life of each participant.

Training Session Supplies:

Worksheets, Flipchart, small colored paper, glue, pens, white or colored A4 paper.

Duration of the Training Session: 60   min

Implementation Plan:

Access Card (5 min)

Share a story about a daily activity (cultural, sports, scientific, or practical training) so you do not feel the time passing.

When you finish telling the story, ask the trainees to share their stories so they can mention their activities without wasting time.

Explain that these activities express their interests or skills. Also, explain that time can be defined as a feeling. The happier we are now, the less we feel that it will pass, and vice versa.

In this session, explain to the participants that we will discuss how to define our skills and interests to know ourselves and be able to answer the question, "Who am I?"

Understanding and Information (15 min)

At the beginning of the activity, distribute the colored notes so that each participant gets a set of no less than ten sheets.

On the flipchart, write "Skills" and "Interests."

Participants should write only one skill or interest per sheet and paste it under the corresponding category on the flipchart.

State and summarize what was pasted on the flipchart and discuss with the participants if interests and skills need clarification to agree on reclassification.

Explain the meaning of skills, the meaning of interest, and the difference between them

	Interests	Skills
Definition	What do I like to do What do I enjoy doing	What am I doing well Easy to do
Examples	Reading, sports	Learning and repairing electronic devices

During the exercise, ask each participant to write down only one skill or interest on a note and place it under the appropriate category on the flipchart.

Summarize and discuss the information on the flipchart with the participants if there is confusion about the classification of interests and skills.

These two factors determine the choices we make and the talents we develop. When someone can engage in an activity that aligns with their interests, it becomes meaningful and essential to them. Conversely, when the action is unrelated to something of value to someone, they become demotivated.

Practical application (30 min)

Write the following heading on the flipchart: "How do I estimate myself?" Participants will first work individually to identify these aspects on their own. Give each participant A4 white or colored paper to answer the following questions:

Is there anything I like to do, such as a pastime or hobby?
What task or activity would I like to help around the house?
What activities have I done alone, such as volunteering or something I do relatively regularly?
What activities or subjects do I get excited about or find the most fun?
Is there any activity that inspires or activates me that I have not had a chance to do? What is it?
Which activity or subject do you excel in? What do I do that gets high praise from my family, friends, and teachers?

Each participant should answer the questions above and write down their most important skills and interests in a particular design.

Once completed, ask the participants to stand in the middle of the training hall and pair up with another participant to exchange notes. Each pair should take turns reading and discussing their skills and interests for two minutes.

Encourage participants to add skills or interests they discover about their peers during the pair work.

After completing the activity, ask two or three volunteers (depending on the time available) to share their particular skills and interests with the larger group.

Then, ask the group to return to their seats and reflect on the activity by answering the following questions:

How did you feel while doing this activity?

What did you learn?

How can this experience help you?

Reflection and Tasks (5 min)

Instruct the participants to silently reflect on the most critical skills and interests they discovered about themselves during the activity.

Ask them to answer «Who am I?» and write down their answer on the note they used during the activity.

External mission : ask participants to speak with someone they trust and value their opinion to answer the following questions to find out how others see them:

What activities do you think I enjoy?

What subjects do you think I prefer?

What do you think I excel at?

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Determine the most essential capabilities they have.

Link personal abilities with the skills and interests of each participant.

Develop a self-image for personal development..

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Reflection • Clarity	• Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance	This activity defines the concept of abilities and distinguishes it from the ideas of interests and skills.
Understanding and Information	• Creativity • Clarity	• Motivation and Perseverance • Vision	This activity links the abilities multiple intelligences. This activity provides a global model for identifying these intelligences.
Practical application	• Creativity • Cooperation • Clarity	• Creativity • Vision • Exchange and project ideas • Self-awareness and Self-Efficacy • Collaboration with Others • Motivation and Perseverance • Resource Management	This activity gradually gets the participants out of the safety circle to start presenting their skills and interests that can be transformed into entrepreneurial ideas in the future and be the foundations upon which we rely in the upcoming training sessions.
Reflection and Tasks	• Reflection • Clarity	• Motivation and Perseverance • Effective Communication • Learning via experience	This activity encourages thinking and connects the learning in the training room with the private life of each participant.

Training Session Supplies:

Markers, flipchart, a worksheet for each participant (intelligence assessment), A4 white and colored paper.

Duration of the Training Session: 60   min

Implementation plan:

Access Card (10 min)

At the beginning of the training session, write the word "abilities" in the middle of the flipchart. Then, ask the participants to brainstorm and clarify what they understand by this   concept.

Once the inputs are completed, explain the meaning of "abilities" and link it to the concept of   multiple   intelligences.

Abilities refer to an individual's mental capacity to perform or adapt to a particular task. They can be achieved through sensory or cognitive actions and are either innate or acquired through learning. General abilities represent different levels of common factors with all or a group of special skills.

Let the participants know that today, they will learn about their capabilities and their set of   intelligences.

Understanding and Information (10 min):

Explain that Howard Gardner and his Harvard University colleagues conducted studies proving   intelligence   has   different   types.

According to Gardner, intelligence involves the ability to solve a problem or the creative ability to develop new things.

Intelligence is not predetermined. Instead, it's a set of skills that can be developed. Gardner's theory of multiple intelligences suggests that all people have eight intelligences. Still, the difference is that some people prefer or practice specific skills, or the surrounding environment   stimulates   them   to   particular   skills   more   than   others.

After that, tell the participants they will be subjected to a multiple intelligence assessment to determine which skills they have developed best.

The theory of multiple intelligences recognizes a great diversity in the types of intelligences and skills individuals can develop over time. This means that intelligence is not just a measure of the ability to solve mathematical problems or academic achievement but includes   various   capacities   and   skills.

In addition to linguistic and mathematical intelligence, which are traditional forms of intelligence, individuals can also be intelligent in areas such as social intelligence (the ability to interact socially effectively), visual intelligence (the ability to understand and interpret visual information), musical intelligence (the ability to understand and appreciate music), and physical intelligence (the ability to use the body skillfully).

According to the theory, people can be gifted and skilled in one or more of these intelligences and develop these skills through learning and training. Understanding multiple intelligences provides more significant potential for appreciating the diversity of individuals' abilities and educational and vocational needs, making it an essential concept for education and human development.

Depending on the time remaining, part of the Howard Gardner video on multiple intelligences could be shown, or participants could be asked to watch the video as an additional task that could be discussed before the start of the next session.

https://www.youtube.com/watch?v=XS3nXtgSm34

Practical Application (30 min)

Explain to the participants that they will take the Multiple Intelligences Assessment individually.

After completing the assessment, offer to assist them in calculating their scores and discussing the various types of intelligence.

Next, ask participants to work in pairs or in groups of three to discuss the following questions:

How do you feel about the outcomes of the Multiple Intelligences Assessment?

Encourage participants to share their findings and reflect honestly on their capabilities.

Do the assessment results match the interests identified in the previous session? If so, explain how.

Review the associated professional fields. Which areas seem most interesting to you?

How can this information be applied in your daily life?

Reflection and Tasks (10 min)

Finally, encourage participants to reflect on their evaluation and set a specific framework for developing their capabilities.

Ask them to create a plan for self-development at home and share it with the group during the next meeting.

Appendix: Determination of Personal Abilities

The Gardner Multiple Intelligence Test

The purpose of this questionnaire is to determine your strongest intelligences. Note that this is not a test; your responses will not be evaluated as right or wrong. It is essential to answer each question truthfully.

Each statement begins with numbers from 1 to 5, representing the scale from "Strongly Disagree" to "Strongly Agree."

	Verbal-Linguistic Intelligence	1	2	3	4	5
1	You write poems, stories, ideas, or thoughts constantly.					
2	You tell jokes or come up with tremendous stories.					
3	You are good at remembering names, places, and dates.					
4	You enjoy word games.					
5	You are good at spelling.					
6	You enjoy reading books.					
7	You appreciate rhymes, hard-to-pronounce words, and wordplay.					
8	You love to hear the words.					
9	You have a vast vocabulary.					
10	You use the appropriate verbal language for each situation.					
11	Total.					
12	Multiply total points _____ x 2 = ----- %					

	Logical-mathematical intelligence	1	2	3	4	5
1	You ask questions about how things are going.					
2	You are quickly doing arithmetic operations in your mind.					
3	If you have a math lesson, you enjoy it.					
4	You are interested in computer games that involve mathematics.					
5	Do you like games or puzzles that require logic?					
6	You like putting things in groups and arranging them.					
7	You have a good sense of cause and effect.					
8	total =					
9	Multiply total points _ x 2.86 =_ %					

	Visuospatial intelligence	1	2	3	4	5
1	You have clear visual images.					
2	You find reading maps, pictures, and graphs easier than text.					
3	You daydream a lot.					
4	You make illustrative photos or graphs.					
5	You love movies, slideshows, and other visual displays.					
6	You like to solve puzzles, mazes, or similar games.					
7	You build 3D structures.					
8	When you read, you value pictures more than words.					
9	You draw timesheets and other worksheets or charts.					
10	total =					
11	Multiply total points 2.2% X------= ----%					

	Bodily-kinesthetic intelligence.	1	2	3	4	5
1	You excel in more than one sport.					
2	You move or get bored when you sit for a while.					
3	You are good at imitating other people's gestures or movements.					
4	You enjoy dismantling things and gathering them back.					
5	When you see something, you touch it with your hands.					
6	You love to run, jump, and move fast.					
7	You are a handyman.					
8	You express yourself dramatically.					
9	You can identify different bodily sensations while thinking or doing.					
10	You enjoy working with modeling clay or hands-on experiments.					
11	Total =					
12	Multiply total points 2x---- = ----%					

	Musical Intelligence	1	2	3	4	5
1	You notice when the music is out of tune or bad.					
2	You remember the melodies of songs.					
3	You have a good singing voice.					
4	You play an instrument, sing in a choir, or anything similar.					
5	You beat the drum rhythmically on the desk while working.					

6	You are sensitive to ambient sounds (rain on the roof, gurgling water).					
7	You respond positively when someone plays music.					
8	Total. =					
9	Multiply total points 68.2X------ = ----- %.					

	Interpersonal Intelligence.	1	2	3	4	5
1	You enjoy talking with peers.					
2	You consider yourself a natural leader.					
3	You advise friends when they are having difficulties.					
4	You have good common sense.					
5	You are a member of clubs, committees, or other organizations.					
6	You enjoy teaching children more informally.					
7	You love to play with children.					
8	You have two or more good friends.					
9	You have a good sense of empathy or concern for others.					
10	Others generally seek to accompany you.					
11	Total. =					
12	Multiply total points 2x----- = ---- %.					

	Subjective Personal Intelligence.	1	2	3	4	5
1	You are independent-minded or strong-willed.					
2	You have a practical understanding of your strengths and weaknesses.					
3	You do well when you play or study on your own.					
4	You have a completely different lifestyle and learning pace.					
5	If you have an interest or hobby, you only discuss it a little with others.					
6	.enilpicsid-fles fo esnes doog a evah uoY					
7	You prefer to work alone.					
8	You express your feelings correctly…..					
9	You can understand failures and achievements in life.					
10	You have a high self-esteem.					
11	Total. =					
12	Multiply total points 2X-----= ------%.					

	Natural Intelligence.	1	2	3	4	5
1	You usually visit cultural, scientific, and natural environments.					
2	You take advantage of opportunities to observe, identify, and interact with objects, plants, or animals and take responsibility for their care.					
3	You classify things based on their characteristics.					
4	You feel that you need to understand how things work.					
5	You understand the similarities and differences between members of the same type or element.					
6	You are interested in how systems change and evolve.					
7	You are interested in using monitoring tools to study organizations or systems.					
8	You want to develop new theories about the life cycles of plants and animals.					
9	You know about the nature of science.					
10	You love to explore.					
11	Total. =					
12	Multiply total points 2X-----= ------%.					

Intelligence Profile

Using your outcomes, mark each percentage of intelligence with a dot on the graph and then connect the dots with a line. This lets you see what types of intelligence you have developed the most.

	verbal linguist	lacigoL htam	Visuospatial	Bodily-kinesthetic	Music	Interpersonal	internal personal	Natural
100								
90								
80								
70								
60								
50								
40								
30								
20								
10								

Definitions of Different Types of Intelligence

Verbal Linguistic Intelligence .refers to the ability to understand, use, and learn language effectively. A fast text comprehension and an extensive vocabulary indicate vital verbal intelligence. People with high verbal intelligence find writing, reading, telling stories, solving crossword puzzles, and learning new languages easy. They are also able to present concepts with clarity and precision.

Logical-mathematical intelligence .refers to using numbers effectively and applying logic appropriately. People with this type of intelligence have a keen interest in patterns, categories, and relationships. They can efficiently perform mathematical operations and enjoy playing strategy games and conducting experiments..

Visuospatial Intelligence .refers to the ability to perceive the visual-spatial world and make transformations accurately. People with this type of intelligence think in pictures and graphics. They find it easy to solve puzzles and devote their free time to draw. They can also create games and have a good sense of direction.

Bodily-kinesthetic intelligence .refers to the ability to use the whole body to express thoughts and feelings and to efficiently use the hands to transform objects based on creativity and talent. This includes coordination, mastery, balance, flexibility, strength, and speed. People with this type of intelligence are good at sports, dancing, body language, and building structures using different materials..

Musical intelligence .is the ability to perceive, distinguish, transform, and express music. People with this type of intelligence have a heightened sensitivity to rhythm, tone, melody, timbre, and the tone color of a musical composition. They are attracted to sounds in nature and all kinds of songs. They enjoy expressing themselves through music and following the rhythm with their feet or tapping or shaking something to get it..

Interpersonal intelligence .is the ability to perceive and discern other people's moods, intentions, motives, and feelings. People with this type of intelligence are sensitive to facial expressions, voice, and gestures. They communicate well and are leaders in their groups. They have a good understanding of the feelings of others and can establish interpersonal relationships quickly.

Subjective personal intelligence .refers to the ability to know oneself and adapt one's actions based on that knowledge. These people are often introverted and are aware of their feelings. They are self-motivated and able to understand their personality, strengths, and weaknesses. They are good at creating innovative projects and ideas..

Natural Intelligence .refers to distinguishing, classifying, and using environmental elements, objects, animals, or plants. People with this type of intelligence notice changes in the environment , temperature, pollution, etc. They are also interested in plants, animals, and the environment in general..

Worksheet

Identifying Personal Capabilities.

Below is a table of occupational fields corresponding to each intelligence type. You can use this table to guide students.

Examples of the Professional Field by Type of Intelligence:

Verbal Linguistic Intelligence:	Speaking, translation, literature, sales, and communications
Logical-Mathematical Intelligence:	Accounting, Economics, Finance, Statistics, and Trade.
Visuospatial intelligence:	Art, architecture, design, mechanics, and advertising.
Bodily-kinesthetic intelligence:	Sports, handicrafts, electronics, electricity, construction, mechanics, tourism, and cooking.
Musical intelligence:	Music, acoustics, and composing.
Subjective intelligence:	Psychology, counseling, health, and teaching.
Mutual interpersonal intelligence:	Management, analysis, and entrepreneurship.
Natural intelligence:	Agriculture, horticulture, ecology, and soils.

Session 4: My Values

Training Session Objectives

At the end of the session, Participants will have the ability to:

Understand the concept of personal values

Determine their values

Promote personal values and link them to personal and professional behaviors

Examples of the Professional Field by Type of Intelligence:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Reflection • Clarity • Cooperation	• Creativity • Motivation and Perseverance • Effective Communication • Collaboration with Others • Deal with Ambiguity	This activity aims to introduce the concept of value. It is essential to link the training to the personal value of each participant.
Understanding and Information	• Creativity • Reflection • Value Creation	• Vision • Adding value to ideas • Ethical and Sustainable Thinking • Self-awareness and Self-Efficacy	In this activity, participants need to realize that personal values, both tangible and intangible, which guide our decisions.
Practical Application: The River of My Life Activity	• Creativity • Cooperation	• Opportunity Exploration • Creativity • Vision • Adding value to ideas • Moral Reasoning • Motivation and Perseverance • Mobilizing the efforts of others	This activity aims to extract personal values from inspiring people who had a role in the participants' lives. This activity contains many emotions, so it is essential to manage it wisely and focus on personal values more than the events that the speakers went through.
Reflection and Tasks	• Reflection	• Determining your strengths and weaknesses • Learning via experience	Reflection should emphasize what has been learned and evidence for that learning.

Training Session Supplies:

Flipchart, colored markers (same number of participants), extensive sticky notes

Duration of the Training Session: 60   min

Implementation Plan:

Access Card (15 min)

At the beginning of the training session, tell the participants that you will divide them into three   groups.

Provide each group with a list of 20 different things to choose from the group's point of view to survive.

Share the following case: "While you are participating in a camping trip in one of the dense forests in a remote mountainous area. Suddenly, you are exposed to an accident that forces you to remain in the forest for several days until the rescue team can reach you, knowing that you do not have any means of communication with the outside world.

Imagine that you are in this challenging situation. You have essential camping equipment with you, but you must choose the things to take from the suggested list to ensure your survival and safety until the rescue team can find you.

Next, we will ask each group to display the chosen objects and represent each with a word that expresses its value. Together, we will discuss how these values can be present in your daily life and how your choices reflect your values and guidance in difficult times.

Understanding and Information (15 min)

Explain the concept of "personal values" to you. Personal values are the characteristics and behaviors that motivate us and guide our decisions. They can be tangible or intangible.

For instance, you may value honesty and believe it is essential to speak your mind. On the other hand, you might appreciate kindness and be generous in devoting your time and resources to worthwhile issues and people you care about.

It's essential to note that everyone has their own set of values, and they can be very different. Some people value competition, while others value cooperation. Some people love adventure, while others prioritize security.

Values are significant because living according to them can make you feel better, while ignoring them can make you feel worse. This applies to both everyday decisions and life's more extensive choices.

For example, if you value adventure, you might feel stifled if you allow yourself to be pressured by others to make "safe" choices, such as a stable office job and a routine home life. Pursuing a career that involves travel, starting your own business, or other opportunities for adventure might be a better fit for you.

Finally, ask them about activities in their free time over the last month. It's worth noting that what we do in our free time is often guided by our values and can impact our behavior meaningfully.

list				
1	Sharp knife.	11	Medical bag with first aid supplies.
2	Cloth or blanket for warmth.	12	axe
3	Flashlight with spare batteries.	13	Cooperation
4	Water	14	Duct tape
5	Courage	15	Handbooks and reference materials for wilderness survival.
6	Matches	16	A hat for sun protection.
7	Small tent.	17	Money
8	Maps of the area and compass.	18	Hand saw.
9	Long-term emergency food such as energy pills.	19	Wool or insulating materials to keep the body warm.
10	Respect the capabilities of group members.	20	Patience and endurance

Practical Application (20 min)

The participants will implement the "River of My Life" activity in this part of the session.

Explain to the participants that they will carry out the activity individually at first.

Instructions : Each participant will receive half a flipchart and colored markers so that each participant can draw the River of his Life in a zigzag pattern, showing flowers, stones, and turns on the sides of the river. The flowers will form a group of positive achievements, and the turns express the challenges that led to a change in life.

Explain to the participants that there is a person/persons who appeared at the turning points that passed through the river of our lives, gave a helping hand, and contributed clearly to our lives in a positive way. Mention his/their names.

Write around each name the set of personal values they have.

When the specified time has elapsed, divide the participants into four groups or according to the number of participants. Ask them to identify the facilitator, speaker, and   timekeeper.

Within each group, each group member will display their river of life.

Ask a volunteer /volunteers to display the river of his/their life in front of the large group.

Summarize what the participants say about the values of the people who appeared in their river of life.

At the end of the activity, and to sum up, ask the following questions:

How do you feel after acting?
How can values prioritize things?
Can values change, and how?
Which external factors affect values?

Reflection and Tasks (10 min)

External task : At the end of the session, ask the participants to answer the following questions, write down their answers on a paper, and keep it to help them define their values more deeply.

What is important to you in life?

What stories or events make you feel inspired after reading them?

What type of behavior that makes you angry?

What improvement would you like to see in the world or yourself?

What would you like to change about the world or yourself?

What are you most proud of?

When did you feel the happiest?

If you had a million dollars, what would you do? Don't rush...think carefully.

Session 5: My Objective

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Formulate achievable objectives.

Determine the essential elements of reasonable goals.

Develop short and long-term personal goals.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card: Dart game	• Creativity • Cooperation • Value Creation • Clarity	• Opportunity Exploration • Creativity • Motivation and Perseverance • Resource Management • Financial and Economic knowledge • Collaboration with Others	This activity aims to introduce the concept of the objective and present the factors that influence setting objectives.
Understanding and Information	• Creativity • Reflection • Value Creation	• Creativity • Vision • Adding value to ideas • Ethical and Sustainable Thinking • Self-awareness and Self-Efficacy • Motivation and Perseverance • Planning and Management	In this part, use colors and colored papers, and try to avoid the lecture style in the presentation.
Practical Application	• Creativity • The Real World • Create Value • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Adding value to ideas • Self-awareness and Self-Efficacy • Motivation and Perseverance • Planning and Management	This activity aims to define personal objectives for each participant and link them to the real-world context.

Reflection and Tasks	• Creativity • Reflection • Clarity	• Opportunity Exploration • Self-awareness and Self-Efficacy • Planning and Management • Learning via experience	This activity links the material learned in the training session with reality in the participants' lives.

Training Session Supplies:

Dart and target game, "objectives template" worksheet, flipchart, markers, colored sticky notes.

Duration of the Training Session :   60   min

Implementation plan:

Access Card (10 min)

To prepare for a dart and target game, ask the participants to get ready.

Fix the circular target board securely on the wall, and draw distances of 2 ,1, and 3 meters from the border.

Next, divide the large group into three smaller groups. Let the participants choose their roles within the group - dart hitter, group spokesperson, and timekeeper - without any intervention from the trainer.

Explain to the participants that each team will have three opportunities, with a minute and a half each. Each team must throw three darts in total.

Furthermore, hits at different distances will have different point values - 10 points for a -1meter hit, 1 point for a -2meter impact, and 20 points for a -3meter hit.

Announce the winning group.

Then, facilitate a dialogue between the groups. Have the group representatives talk about the objectives of the group and how decisions are taken to achieve their goals of collecting points and winning.

At the end of the activity, let the participants know that you will discuss setting short-, medium--, and long-term objectives. You will also learn about the most significant obstacles and difficulties.

Note: If a dart and target game is unavailable, balls and buckets can be used. Determine the throwing distances based on the skills and capabilities of the group, taking into account the available space in the training place..

Understanding and Information (15 min)

Use brainstorming to ask the participants about their definition of "personal objectives" and the meaning of the term "measurement indicators." Record their contributions on the board.

After brainstorming, explain the definition of the objective

The objective is what the individual strives to achieve. It is the practical end for the theoretical start to achieve the desired end.

The objective is the directive of the individual's behavior, which satisfies the motive towards which the behavior is directed, and it is usually something external.

Definition of measurement indicators: It means a set of qualitative and numerical indicators and values through which you can evaluate progress in achieving the objective.

Explain the characteristics of good objectives to the participants so that (SMART) is written in colored letters and fixed in a precise place inside the training room.

SMART
Specefic
Measurable
Achievable
Relevant
Time Bound

Relate what happened to the dart and target game to illustrate the concept well.

Explain to the participants that it is essential that they have achievable objectives. However, it is also vital that they have challenging goals. Their objectives must be ambitious to be successful.

Tell the participants that there are different types of objectives:

A - Things I would like to do.   B - Things I would like to have.

C- Things I would like to achieve.

Mention that people usually set objectives for career, family, hobbies, religion...etc. Sometimes, these objectives lead to a conflict of interests, so they should have an objectives plan.

Motivate the participants to realize and know the importance of having objectives in life: to be courageous (challenges and risks), to feel secure (self-confidence and optimism), and to be persistent (learning from failure).

Practical application (25 min)

Ask each participant to think of something they would like to improve or learn in this short period. This will be their objective for the training.

They should then draw themselves after achieving this objective or draw a diagram explaining how to achieve their goal.

The objective may be personal, such as a skill they want to learn, or a social issue, such as improving their relationship with parents, peers, or other adults.

Explain that the objective should be achievable through the training and meet the specifications of a SMART goal covered in the previous session. You can give an example of what you want to learn or improve, such as enhancing facilitation skills or relationships within your group.

Once the participants finish drawing their objectives, ask them to put their names on their drawings or diagrams. Then, have the participants sit or stand in a circle and invite each participant to present their objective briefly. This activity is voluntary, so do not force anyone to show their drawings or diagrams if they are uncomfortable doing so.

If a participant presents a personal objective that cannot be achieved in the workshops, ask them to set a more realistic goal.

At the end of the activity, brainstorm answers to the following questions:

How can we set personal objectives to be achievable?

What are the expected results when we do not set reasonable goals?

What is the hardest part of setting objectives?

How can we act if others or external factors hinder our goals?

Reflection and Tasks (25 min)

At the conclusion of the session, give the following tasks to be performed during the week. The participants can present them in front of a large group in the coming days.

Give each participant a copy of the "Objectives Setting Template."

Ask the participants to fill in the first section, which includes planning for short-term objectives sequentially and adhering to instructions.

Tell participants they can keep this section private or share it with others.

Appendix: Objectives Setting Exercise:

After the objectives-setting session, define your short, medium, and long-term objectives!

What do I want to achieve during...

One year?

_____

_____

Three years?

_____

_____

Five years?

_____

_____

Short-term objectives (one year):

Repeat your answer on the first page:

_____

How will this objective contribute to your life objectives?

_____

_____

How will you achieve this objective?

Missions	Necessary Resources	Time Frame

How will you measure/ monitor your progress?

Define performance and measurement standards!

_____

_____

What are the obstacles and issues you expect to face?

Environmental	Personal

Intermediate objectives (3 years)

Repeat your answer on the first page:

_____

_____

How will this objective contribute to your life objectives?

_____

_____

How will you achieve this objective?

Missions	Necessary Resources	Time Frame

How will you measure or monitor your progress?

Define performance and measurement standards!

_____

_____

What obstacles and issues do you expect to face?

Environmental	Personal

Long-term objective (5 years)

Repeat your answer on the first page:

_____

_____

How will this objective contribute to your life objective?

_____

_____

How will you achieve this objective?

Missions	Necessary Resources	Time Frame

How will you measure/ monitor your progress?

Define performance and measurement standards!

_____

_____

What obstacles and issues do you expect to face?

Environmental	Personal

Session 6: Self-Confidence

Training Session Objectives

At the end of the session, Participants will have the ability to:

Enhance self-confidence by refining skills, personal characteristics, and the ability to express oneself to a group.

Identify practical ways to build self-confidence.

Apply the skill of self-confidence and link it to the areas of private and practical life.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Reflection • Clarity	• Creativity • Vision • Self-awareness and Self-Efficacy	This activity encourages in-depth self-reflection on personal traits and qualities.
Understanding and Information	• Creativity • Reflection • Clarity	• Vision • Assign a value to ideas • Self-awareness and Self-Efficacy • Motivation and Perseverance	This section aims to clarify the concept of self-confidence and show the introductory paragraph and elements of self-confidence.
Practical application	• Creativity • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance • Taking the lead • Learning via experience	This activity aims to identify each participant's skills and personal characteristics, which led to enhancing their self-confidence.
Reflection and Tasks	• Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Effectiveness • Motivation and Perseverance	In this activity, encourage the participants to take the first step towards enhancing their self-confidence by applying any strategy presented in the training session.

Training Session Supplies:

A4 white and colored paper, sticky notes, flipcharts, colored markers, and mirrors according to the number of participants.

Duration of the Training Session: 60   min

Implementation plan:

Access Card (15 min)

At the beginning of the training session, distribute white papers and mirrors to each participant.

Explain that there will be a self-reflection activity where participants will look in the mirror and recall their most essential qualities, traits, and skills.

Ask participants to write these down on their white paper to use in the practical application of today's session.

After this exercise, ask the participants the following questions:

How did you feel when you looked in the mirror and remembered your positive qualities, traits, and skills?

What quality or trait did you discover about yourself during this period of self-reflection?

Is there anything else you want to share about how this quality or trait can help boost your   self-confidence?

Everyone has unique qualities and skills that set them apart from others. Recognizing and utilizing these qualities in our daily lives can boost our self-confidence. Self-confidence is not just a concept but a personal experience based on self-esteem and the exploitation of personal power.

Today's session is titled "Self-confidence and How to enhance it in our daily lives." Emphasize that each person has something that distinguishes them from others, which is the key to enhancing self-confidence.

Understanding and Information (20 min)

Before presenting the information, ask the participants if they have any talents to contribute to the large group.

Choose one or two talents and give them a specific time to apply their abilities (singing, poetry, Dabke, sports... etc.).

Comment on the performances and link them to the extent of the talents' awareness of their abilities and skills, reflected in their self-confidence.

Ask the participants about the concept of self-confidence:

Self-confidence is confidence in his attributes, abilities, and evaluation. It also reflects a person's faith in his objectives, decisions, and capabilities (i.e., belief in oneself).

The compliments and appreciation said by others are evidence of recognition of our qualities, attributes, and skills.

Another way an individual may know that someone has appreciated or recognized his strengths is when he hears compliments or praise.

Mention that the importance of enhancing self-confidence is represented by:

- Establish a positive relationship.

- Get rid of insecurities.

- Enhance the ability to achieve objectives, dreams, and desires

- Improve the ability to make the right decisions appropriate to the person, and to perform the work efficiently.

- Self-development, productive capacity, determination and persistence.

- It gives a feeling of happiness.

Conduct brainstorming by asking the participants what the ways are to increase self-confidence.

Write down the posts and add the following:

Identify and improve weaknesses and self-development.

Find and exploit strengths, highlight and develop them.

Be brave and do what is new and valuable, encourage yourself if you make a mistake, and reward it if you succeed.

Take care of your appearance, wear elegant clothes, and do not neglect personal hygiene.

Check out everything new and keep reading to gain knowledge and the ability to think better.

Stay away from harmful, critical friends, and look for positive friends who are supportive and praising.

Do hobbies or take up new hobbies.

Participate in family/ friends› discussions and dialogues, exchange opinions with courage, and be keen to acquire speaking skills.

Encourage and remind oneself of its strengths and positive steps, and replace bad words with encouraging words that increase stability and improve psychological well-being.

Be in a quiet, natural place, meditate to eliminate agitations, and clear the mind of negative thoughts and energy.

Self-love, avoid self-deprecation, hating, or thinking about the past and disturbing events.

Eager to help others.

After writing down ideas for boosting self-confidence, ask the group what challenges they could face that could negatively affect their self-confidence.

Follow the discussion and ask them to suggest solutions to boost their self-confidence by studying a case or situation mentioned by the group.

Practical application: Designing a self-confidence tree (40 min)

Activity Description: We will individually design a self-confidence tree in this activity.

This event will allow us to evaluate and highlight our strengths and achievements.

Activity Steps:

Begin by distributing small sticky notes in adequate quantities to all participants.

Choose a type of tree you prefer to draw on the flipchart. You may choose between "almonds," "figs," "olives," "citrus," or another tree type.

Use sticky notes to write the following information on the tree drawing:

Trunk: Your primary abilities and skills..

Leaves:Tools and methods you use to enhance your self-confidence.

Fruits: Your most significant accomplishments in life.

Falling leaves: Behaviors you want to eliminate or improve.

Use different colored sticky notes to categorize each tree element.

Once you complete your personalized tree, place it before you and enjoy looking at it.

You can share your tree and discuss it with the group individually (if time allows and for anyone willing). You can talk about your abilities and achievements and boost your self-confidence.

This activity helps us reflect on our skills and accomplishments and how we can improve them to increase our self-confidence. Remember, your tree represents your strength and potential and can inspire others.

Reflection and Tasks (15 min)

At the end of the session, ask the participants about the first step to boost self-confidence.

Ask the participants to define a plan to develop their self-confidence and immediately implement it in their daily lives.

Session 7: Self-Learning

Objectives of the Session:

At the end of the session, the following goals should be achieved:

The participants understand the concept of self-learning.

The participants compare traditional and self-learning.

The participants can apply self-learning skills in their lives

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • The Real World	• Opportunity Exploration • Vision • Planning and Management • Opportunity Exploration • Self-awareness and Self-Efficacy • Taking the lead	This introductory activity aims to relate the training to reality and allow the participants to reflect on self-learning.
Understanding and Information	• Reflection • Cooperation	• Mobilizing the Efforts of others • Collaborating with others • Effective Communication • Learning via experience	This activity supports participants in identifying self-learning and teamwork and not waiting for pre-packaged knowledge.
Practical application	• Clarity • Cooperation • Value Creation	• Opportunity Exploration • Adding value to ideas • Collaboration with Others • Opportunity Exploration- • Self-awareness and Self-Efficacy • Taking the lead • Learning via experience	Motivate the participants to volunteer in this exercise, especially those who have not participated before, to motivate them.

Reflection and Tasks	• Reflection • Clarity • Creativity • The Real World	• Motivation and Perseverance • Determining your strengths and • weaknesses • Coping with ambiguity and • Uncertainty	Allow the participants to provide feedback.

Training Session Supplies:

A printed copy of folded sheets titled "the questions attached to the exercise," pens, flipchart, colored markers, and sticky notes.

Duration of Session   60   min

Implementation plan:

Access Card (10 min)

Ask the participants if they tried to learn a new skill or language during the COVID19-period and the subsequent world lockdown. If yes, ask them to share their experience teaching the new skill/language.

Ask those who did not learn any new skills or languages or did not try to do so about the obstacles that prevented them.

Discuss the participants' answers and initiate the session according to their responses.

Understanding and Information (10 min):

Give each participant a piece of paper and ask them to write down their definition of self-learning.

Then, ask them to choose a partner and share their definition.

Encourage the participants to exchange the information they wrote on self-learning.

Ask participants to share their colleagues' definitions.

After the exercise, define self-learning as an individual's ability to acquire information, skills, and attitudes independently, without the help of any educational institution or an official entity. It is based on the individual's conviction of their ability to self-study away from the authorized institution. They can determine the appropriate time and level they seek in the learning process without any restrictions imposed by the educational institution.

Practical application (30 min)

Prepare the attached questions, each question on a small sheet of paper before starting the training (the draw game).

Have you ever had any experience with self-learning? If yes, please explain.
What are the most critical factors affecting self-learning?
What are the most essential features and characteristics of self-learning?
What are the most essential sources of self-learning?
What justifications and reasons led to the emergence of self-learning?
What are the objectives of self-learning?
What is the importance of self-learning in the present time?
What are the most critical skills needed in the self-learning process?
What are the obstacles to self-learning?

To begin, ask ten volunteers to come forward and stand before the other participants.

Each volunteer will draw a closed sheet containing pre-prepared questions.

They will then attempt to answer the question they drew.

The trainer can direct the question to the group if they cannot answer.

After each question, the trainer will provide a model answer based on the theoretical material   below.

Self-learning requires the development of many essential skills. Without a passion for learning and critical analytical skills, self-learning cannot be improved. In addition, a person must be able to focus, manage time effectively, and invest time wisely. Age also plays a significant role in self-learning, as adults can often self-learn more effectively than children and adolescents. The surrounding environment is another critical factor that affects self-learning, with some environments being more conducive to learning than others. For example, a supportive family can help an individual in their self-learning journey.

Self-learning is characterized by its ability to consider the learner's needs and capabilities, allowing them to take responsibility for their learning process. It is a departure from traditional educational methods and means. Individuals can use creative and non-stereotypical ways during self-learning, such as watching specialized educational videos. Self-learning also provides the freedom to choose the appropriate time to complete the process.

For young entrepreneurs, self-learning is especially important to keep up with the constant influx of new knowledge and skills. Continuous self-learning is one of the most effective ways to develop new skills and knowledge relevant to their entrepreneurial ideas and fields of work.

Self-learning objectives: Self-learning objectives can be categorized into three main types: Cognitive goals involve adding new information to one's knowledge base, often through reading or exploring other means of obtaining knowledge. Skill objectives aim to impart new skills previously unknown to the learner. These skills can be applied in various aspects of life. Behavioral purposes aim to change the learner's thinking or develop new behaviors.

Several obstacles can hinder the process of self-learning, with the most significant being the individual's mental barriers, such as a lack of confidence in their ability to engage in self-learning. Additionally, societal and environmental factors can also discourage individuals from pursuing self-learning, as formal education institutions are often given more reverence.

The importance of self-learning cannot be overstated. It can be summarized as follows: keeping up with the world's ever-evolving knowledge landscape, acquiring new skills and knowledge with minimal effort, cost, and time constraints, and enabling learners to develop greater self-confidence, responsibility skills, and better performance.

In conclusion:the primary aim of self-learning is to empower learners to recognize its importance, think differently about societal issues, and develop innovative solutions that traditional educational institutions do not limit. As entrepreneurial individuals, they can always continue learning away from formal institutions linked to a specific and restricted curriculum far removed from society and its needs..

Reflection and Tasks (10 min)

Provide the participants feedback on the most critical points they benefited from during this session.

Ask the participants to think of a skill they can learn independently during the coming period.

Ask the participants to find the means and resources to learn this skill independently.

Station II: Soft Skills

Session 8: Effective Communication

Training objectives

At the end of the session, Participants will have the ability to:

Have good Visual Communication with others.

Apply communication skills in different situations.

Identify the strengths and weaknesses of participants' communication skills.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card "Who" Activity.	• Creativity • Real World Contexts • Clarity	• Opportunity Exploration • Creativity • Motivation and perseverance • Effective communication • Collaboration with Others • Taking the lead	This activity develops communication and networking strategies with the environment. The training also motivates participants to get out of their comfort zone and get to know as many group members as possible.
Understanding and Information	• Creativity • Cooperation • Reflection • Clarity	• Opportunity Exploration • Communicate confidently and effectively • Creativity • Vision • Self-awareness and Self-Efficacy • Effective Communication • Effective listening • Collaboration with Others	This activity supports participants in Effective strategies for good communication. The actual learning process in this activity is reflecting on the results of the competitions that will be implemented with the participants.

Practical Application Group drawing	• Creativity • Cooperation • Clarity	• Opportunity Exploration • Creativity • Vision • Motivation and Perseverance • Effective Communication • Collaboration with Others • Learning via experience	Everything raised in the understanding and information part will be applied collectively and dynamically in this activity. As a trainer, keep it dynamic and energetic by choosing the right music for the overall context.
Reflection and Tasks	• Reflection • Clarity	• Vision • Identify strengths and weaknesses • Learning via experience	This activity aims to link education with reality and practical life among the participants. Motivate the application of the strategies learned and create a spirit of challenge among the participants to apply them in their personal lives.

Training Session Supplies:

The "Who" activity worksheet! Numbered according to participants, flipcharts, and markers.

Duration of the Training Session: 90   min

Implementation plan:

Access Card (10 min)

At the start of the session, it is important to congratulate the participants for completing Station (I) of the training program and reaching the second station.

It should be explained that this station focuses on enhancing soft skills and improving relationships with others, whether in our daily lives or professional settings.

The session will begin with a game called "Who."

Practical application (40 min)

As a trainer, it is crucial to encourage trainees to get to know each other and find commonalities. To facilitate this, the trainer can ask the group to identify colleagues with similar characteristics, hobbies, and interests mentioned in the "Who" sheet. Whoever successfully identifies all those who possess such hobbies, goods, or information, records their names, and completes the most significant number of correct traits/characteristics with their team should say "Bingo" loudly and will be declared the winner.

The number of characteristics can be determined based on the number of people in the group. For instance, if the group consists of 30 persons, having 15-10 elements in common is sufficient.

As a trainer, you can add or modify hobbies, interests, and information based on what you have learned about the training group.

This exercise should be limited to 5 minutes.

After the exercise, celebrate the winner who recognized the most significant number of people from the group.

Finally, ask the following questions:

What is the purpose of the activity?

How can we apply this activity in our daily lives?

How does the winner feel, and what is the experience like for those who could not identify as many people from the group as possible?

Let the participants know that today's topic of discussion will be effective communication and how we can improve our communication skills and tools.

Understanding and Information (30 min)

Video show: Communication - A Short Comedy Film (Zan Bassanese)

On the flipchart, Show the basics of effective communication

- Choosing the right time
- Smiling
- Using body language
- Speak kindly and friendly
- Personal appearance should be neat and professional
- Professional handshake
- Be attentive
- Good listener
- Avoid complex terms
- Look at the person who is talking to you.
- Try to understand the speaker.
- Give the speaker time without interrupting.
- Remove the source of interference.
- Make some verbal expressions that indicate interest and follow-up, such as saying: "Yes... sure..." I would like you to tell me more about...
- Ask the speaker questions to help him express his thoughts clearly so you can understand him.
- Ask the participants to share their definitions of effective communication.

Summarize the definition: Communication is the exchange of written or spoken messages, symbols, signs, drawings, or any other means between two or more parties. For communication to be effective, the information in these messages must be received and understood by the other party, leading to a smooth and transparent exchange of information between the relevant parties

Let the participants know that we will now conduct two activities to put what we have learned into practice.

Choose one of the following activities if time is limited.

Activity 1: Communication Drawing - Appendix 2

Explain that the group will be divided into pairs A and B.

Ask the pairs to sit back-to-back.

Party A will see a specific drawing on the flipchart and return to their seat to describe the picture to Party B.

Draw simple geometric shapes like triangles or overlapping shapes inside a circle.

Party B will then draw the image based on Party A's description.

After 3 minutes, collect the drawings and announce the winning pair.

Ask the winning team the following questions -

Why did you win?

What skills did you use effectively?

Were the instructions clear from Party A?

Did Party B ask questions?

Ask a non-winning pair: How can you improve the communication process if we repeat the experiment?

Tell the participants that there is one more activity to go.

Ask the group to return to their seats. Explain that the following activity will teach them how to ask open-ended questions and avoid closed-ended questions.

Explain the difference between Open-ended questions and closed-ended questions.

Activity instruction: Ask a volunteer to choose an object in the room – for example, a chair, a water bottle, a pen, or a painting.

The male and female participants will take turns asking the volunteer open-ended questions about the object.

Monitor the quality of the questions asked, ensuring they are not closed until a participant gives the correct answer within 3 minutes.

Repeat the process if time allows.

Finally. Share the following information with the group:

A good question leaves room for coexistence.

A good question builds a participatory scene.

A good question creates new horizons for an individual.

A good question lets you measure the degree of others' knowledge.

A good question builds good dialogue skills.

A good question helps to avoid closed questions.

Add that the basis of effective communication is that we show our interest in the other party, and this interest is usually represented by asking good questions.

Practical Application (40)

inform all participants that we have reached an advanced stage in effective communication, and it's time to implement a fun, interactive group activity.

Distribute pens and A4 papers to all participants.

Ask them to write their name at the top of the page and draw a medium-sized square in the center of the white page.

Next, ask the group to listen to the instructions and guidelines at the hall's center.

The activity instructions:

Choose music that is compatible with the local reality.

Upon hearing the music, all participants should move inside the hall and swap their papers with other members.

The participants should continue swapping papers until the music stops.

Once the music stops, ask them to draw the eyes of the paper's owner so that the paper holder can identify the owner and draw the eyes inside the square.

After half a minute, restart the music so the participants can swap papers again. When the music stops, ask them to complete the drawing inside the square by drawing a nose. After half a minute, restart the piece again to continue the paper-swapping process.

When the music stops, ask the participants to draw the mouth of the paper's owner. Continue this process until the face drawing is completed.

After completing the activity, ask them to return the paper to its owner. They will be delighted to see the expressive drawings and start smiling and laughing.

Explain to them that these drawings are only for entertainment and do not reflect reality. However, this activity has an objective.

Finally, ask the participants the following questions:

What is the purpose of the event?

How did we implement adequate communication information at this event?

What are the elements of effective communication?

What is the importance of visual and body language in effective communication?

Reflection and Tasks (5 min)

At the end of the session, expressing gratitude to the participants for contributing to the interactive session is essential.

Next, ask them to take two-minutes to reflect on their practical communication skills.

Encourage them to identify any weaknesses and strengths.

Finally, assign them a task : to practice these skills by selecting a friend, colleague, or anyone they know and utilizing practical communication skills this week.

Appendix 1: Who?

Contestant's name ....

Who	Binary name
Who likes to eat mujaddara?	
Who memorizes more than two songs for Umm Kulthum?	
Who enjoys listening to the commentator "Issam Chawali"?	
Who sleeps before 10?	
Who plays a musical instrument?	
Who has the Mimicking skill?	
Who memorizes more than three jokes?	
Who wears the most significant shoe size?	
Who has a beautiful voice?	
Who is punctual?	
Who got engaged or married this year?	
Who has green eyes?	
Who gets angry quickly?	
Who is the youngest here?	
Who is the tallest here?	
Who irons his clothes?	
Whose birthday is today, tomorrow, or the day after?	

Session 9: Collaborative Leadership:

Training objectives:

At the end of the session, Participants will have the ability to:

Apply Collaborative Leadership skills.

Carry out tasks collaboratively with team members.

Identify the skills that need to be improved to reach the collaborative application.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Relay race- Leader Traits.	• Creativity • Collaboration • Clarity • Reflection	• Creativity • Motivation and perseverance • Mobilizing the efforts of others • Collaboration with Others • Taking the Lead • Perseverance	This activity encourages participatory work and shows the importance of Collaborative leadership in teamwork to achieve goals before implementing the activity. He noted the importance of implementation while maintaining the safety of the participants during the race and movement. This exercise aims to help participants develop qualities that help form a leader.
Understanding and Information	• Creativity • Reflection	• Opportunity Exploration • Creativity • Vision • Ethical and Sustainable Thinking	This part aims to deeply understand the concept and strategies of participatory leadership and show the difference between it and traditional concepts of leadership. It is essential to focus on changing the stereotype of leadership that has been associated with political leadership.

| Practical Application Community game | • Creativity
• Cooperation
• Value Creation
• Clarity | • Opportunity Exploration
• Creativity
• Vision
• Add Value to ideas
• Self-awareness and Self-Efficacy
• Motivation and perseverance
• Resource Management
• Mobilizing the efforts of others
• Taking the lead
• Planning and management
• Coping with ambiguity
• Collaboration with Others
• Learning via Experience | This activity is comprehensive, as everything presented in the understanding and information section will be applied collectively and dynamically. It is crucial to draw out and discuss entrepreneurial and leadership skills. |
| Reflection and Tasks | • Creativity
• Reflection | • Vision
• Learning via Experience | In this part, encourage the participants to apply it at home and with friends and note the importance of participatory leadership at work or when establishing private businesses. |

Training Session Objectives:

Flipchart, markers, A4 white paper, colored paper, wide adhesive tape, scissors, a small Packing bag, wool thread, and a water bottle with a bit of water in it.

Duration of the Training Session: 90   min

Implementation Plan

Access Card: Leader traits (15 min)

Ask trainees to sit in a circle.

Give each trainee one piece of paper or card and a pen.

Practical Application (40 min)

Ask participants to think of a character considered a successful leadership model. They can choose personalities from their lives, historical models, or other personalities. In large, clear handwriting, each participant writes the feature they believe is most influential in the selected model on their paper. Only one characteristic should be written in the article, without mentioning the leading character's name or the participant.

Seven minutes is a good time for this step.

The trainer reminds the participants that although each participant writes the most crucial feature from their point of view, it is possible to reconsider their opinion later when they see what the rest of the team writes and avoid fanaticism of the point of view.

The trainer asks all participants to circle the papers on the floor so everyone can see them.

The trainer then asks one of the participants to volunteer to read all the cards loudly without moving them from their place.

At the end of the exercise, the following questions could be asked:

Why are traits written on paper important to a leader?

Are individuals born with these traits, or do they learn them throughout their lives?

Is it essential for a leader to possess all these traits to succeed?

Do people your age have any of these traits?

Are these characteristics related to gender (male or female)?

Inform the participants that the session is entitled "Participatory Leadership."

Understanding and information (30 min)

Present the definition of Collaborative leadership to the large group. Collaborative leadership is a style of leadership in which all members of an organization work together to make decisions. This leadership style is also known as democratic leadership, where everyone is encouraged to participate. After presenting the definition,

Ask the participants to contribute their thoughts on the steps of participatory leadership. Write down their contributions and add the following information:

Discussion as a group: Usually, a leader supervises the process. This leader facilitates discussion about the issue at hand or the decision that needs to be made.

Providing information : The leader shares all relevant information for decision-making with the entire group..

Exchange of Ideas : The group shares ideas on how to solve the problem.

Practical ideas and information: : The leader summarizes information and ideas for the group.

Decision-making : The group makes the best decision based on the information and ideas   provided.

Implementation of the decision: All members of the organization implement the decision.

Ask the following question: What are the qualities of a participative leader? Facilitate the discussion among the participants and then present the following illustration:

To be easily accessible
open-minded
Open to Others' Opinions
Good communication
Confident in the team
Motivating and encouraging others

Conclude this section and present the importance of participatory leadership:

Encourage cooperation
Reduce competition
Facilitate conversations
.Feel the ownership of the idea
Exchange experiences and knowledge
Boosting the morals

Practical Application: Community Game (40 minutes)

It is time to introduce the concept of participatory leadership within the community game.

Ask the participants to share their understanding of the term "community."

Today's society is represented by a rectangular shape with boundaries marked by tape. A problem, represented by a bottle, is placed inside the rectangle.

For the next activity, provide a wide adhesive tape and ask the participants to design a rectangular shape with an area of 2 X 3 square meters (depending on the available space). Place white and colored papers, pens, scissors, ten strands of wool thread (each one meter long), and several small rubber bands around the rectangle's borders. Place a water bottle with some water in it in the middle of the rectangle.

Inform the participants that they have 5 minutes to lift the bottle from inside the rectangle and solve the problem. They can only use the tools provided around the community; talking between members is not allowed.

Monitor the group's performance and remind anyone who violates the rules.

If the group successfully lifts the bottle, end the activity and ask the following questions:

How do you feel after success?

Who participated in this success?

Who had another idea? Please explain it.

Have we applied participatory leadership skills?

What difficulties did you face?

If time runs out and you are unsuccessful, ask the following questions:

Why didn't we succeed?

What difficulties and challenges did you face?

How can we improve our performance if we start the activity again?

In answers and summary, please focus on the participatory leadership skills and their pillars discussed in the understanding and information section.

If time allows, the activity can be repeated.

Reflection and Tasks (5 min)

At the End of the session, ask the participants to write down the qualities that help them in participatory leadership.

Ask them to apply the concept of participatory leadership at home, with friends, or in the workplace, and encourage them to monitor their performance and results.

Session 10: Coping with stress and Emotions

Training objectives

At the end of the session, Participants will have the ability to:

Identify different reactions to situations of stress and psychological pressure.

Play role-playing situations that contain stress and psychological pressure factors.

Develop strategies to reduce the effects of stress and psychological pressure.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Car	• Reflection	• Creativity • Vision • Self-awareness and Self-Efficacy • Reflection	The activity aims to introduce the concept of stress and psychological pressure gradually. As a trainer, keep the participants in the safety zone and do not ask direct questions or ask the participants to give personal examples at this stage.
Understanding and Information	• Creativity • Reflection	• Context analysis • Creativity • Vision • Self-awareness and Self-Efficacy	This part presents several effective strategies for managing stress and psychological stress.
Practical Application	• Creativity • Clarity • Cooperation • Mental comfort	• Opportunity • Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Collaboration with Others	Through group work and cooperation between members of each team, applied strategies for managing stress and psychological pressure will be clarified. Observe groups in action and motivate them to collaborate and be creative in dialogue and presentation. Balloon exercises will be applied to relieve the trainees' negative emotions.

Reflection and Tasks	• Creativity • Reflection	• Vision • Identify strengths and weaknesses • Learning via service	In this part, we try to stimulate the development of a personal plan for managing stress and psychological pressure, link the concept to practical and entrepreneurial life, and highlight the importance of this secret plan for a better future for young people.

Training Session Supplies:

Flipchart, colored markers, wide adhesive tape, A4 white and colored paper.

Duration of the Training Session: 90   min

Training session objectives:

Identify the concept of stress and psychological pressure

Identify the pros and cons of strategies for dealing with stress.

Develop trainees' skills in dealing with strategies for psychological pressure.

Implementation plan

Access Card (15 min)

To begin the session, ask the participants what they understand about stress and psychological pressure. Encourage them to describe it by using the following questions:

What do the concepts of stress and psychological pressure mean to you?

Can you provide some examples of situations that could lead to stress or psychological pressure?

nform the participants that the session will focus on stress and psychological pressure and offer coping methods.

Understanding and information (45 min)

Discuss the concept of psychological stress as follows:

It is a difficult concept to define precisely as it varies from person to person. It is often understood as the mind and body›s reaction to pressure, including threats, challenges, or changes in one›s life. Stress can be beneficial at low levels as it motivates us to focus, be active, and react quickly to protect ourselves or others.

Teamwork can help develop effective strategies to deal with psychological stress.

Ask the participants how to deal with stress and psychological pressures. Add to their posts the following:

Identifying different types of stress in one›s life and managing them constructively to reduce risks is essential. This includes managing symptoms and signs of stress and tension.

Sometimes, we may be exposed to much pressure simultaneously, or the same type may continue for a long time, making it difficult to cope. This can lead to exhaustion and a feeling of being unable to live up to expectations, whether they are our own or those of others. When the demands of life exceed our resources and ability to adapt, we may feel that psychological pressure is controlling us.

Stress can have physical, emotional, social, and psychological effects that impact our behavior and overall well-being. In general, stress can hinder our ability to function. However, we can overcome underlying anxiety through physical and psychological modifications. Such as:

• Doing sports.

• Connect social relationships with friends and family.

• Laughing.

• Make time for self-care and relaxation.

• racticing hobbies.

• Challenge yourself and learn new skills, such as a new sport or language.

• Avoid bad habits, such as smoking, alcohol, and unhealthy food.

• Volunteering and helping others.

Psychological stress reactions:

Physical reactions, including:	Mental reactions	Emotional reactions	Social and behavioral reactions
Sleep problems	Poor concentration	Mood swings	Risk and recklessness
Stomach problems	Feeling confused	Irritability	Overeating or undereating
Heart Rate	Confusion of thoughts	Anger, skepticism	Lack of energy
Feeling exhausted	Forget things quickly	Depression, sadness, anxiety	Drug abuse increases smoking
Muscle twitching and spasms	Emotions and nightmares	Feeling empty	Withdrawal and isolation
Headache	Difficulty in making decisions	A negative outlook on life	Hostility and verbal outbursts
Fear			
Inability to relax			

Practical application (40 min)

Using colored sticky notes or colored straw sticks, divide the group into four small groups. Give each group a title of "Physical," "Emotional," "Mental," and "Mental and Behavioral."

Ask each group to present a list of coping strategies for each type of psychological stress **(emotional, mental, physical, social).**

Ask each group to choose a facilitator and a spokesperson.

This activity aims to introduce trainees to the importance of controlling reactions to each type of psychological stress and dealing with it.

Tell the participants about a new activity where they will learn how to deal with stress and psychological pressures.

Ask the participants to brainstorm the strategies that could work for them among these strategies and the meaning of the strategy in more detail. For example, what can someone do to take care of their mental health? How can they remember their sense of humor? During the role-playing exercise, the groups should consider other ways to deal with stress.

If the participants haven›t mentioned them, suggest some ideas below as ways to deal with stress:

Strategies for coping with psychological stress

- **Take care of your mental health**

- **Don›t forget your sense of humor**

- **Maintain a healthy balance between serious and fun activities,**

- **Stay fit,**

- **Get enough sleep,**

- **Do not hesitate to ask for help**

- **Stay socially active.**

- **Taking care of your mental health:**

You can do this by reading books, listening to music, playing games, enjoying various hobbies, and walking or running. These activities help reduce psychological stress, and you can also practice relaxation techniques such as deep breathing, prayer, or thinking about enjoyable things. Additionally, it›s essential to accept what you cannot change and focus on what you can affect. Keep your thoughts positive, and focus on the positive aspects of yourself and your life.

Remember your sense of humor.

Spend quality time daily, remember that you have a sense of humor and the ability to laugh with others, and allow yourself to laugh without feeling guilty, even if you›re going through a tough time.

Maintain a healthy balance between severe activities and fun activities.

Remember that life is not just about work or entertainment. It›s about finding a healthy balance between both. Therefore, make sure to achieve a healthy balance in your life.

Stay fit

Exercising is crucial to prevent depression and anxiety, but it›s essential to listen to your body. All types of sports are recommended, but some people who suffer from psychological stress may not benefit from exercises that focus on stimulating the heart, such as jogging. Instead, try various forms of exercise that help you relax, such as walking long distances or practicing meditation and yoga.

Get enough sleep

Getting enough sleep is essential as it increases your focus and mental alertness.

Watch what you eat.

Eating regularly and choosing healthy foods is also crucial for mental and physical health.

Don›t hesitate to ask for help

when you need it. Sharing your feelings with someone you trust is a healthy way to reduce stress; in some cases, specialized service may be required.

Stay socially active

Stay socially active by participating in activities with your friends and family members. Listening to music, singing, and dancing incredibly reduces psychological stress.

Reflection and Tasks (10 minutes)

At the end of the session, ask the participants to reflect on the strategies they can adopt to reduce the effects of stress and psychological pressures.

Encourage them to start with these strategies to help them succeed professionally and daily.

Session 11: Problem Solving

Training objectives:

At the end of the session, Participants will have the ability to:

Apply problem-solving steps.

Enhance problem-solving skills in different situations.

Link problem-solving with the concepts of community entrepreneurship.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Make a basket to hold small balls.	• Creativity • Cooperation • Creating value • Clarity	• Opportunity Exploration • Creativity • Motivation and Perseverance • Resource Management • Effective Communication • Collaboration with Others • Good listening • Taking the lead • Learning via experience	The activity aims to highlight the objective of this activity, which is to learn about the concept of problem-solving
Understanding and Information	• Creativity • Reflection	• Context analysis • Creativity • Vision • Self-awareness and Self-Efficacy	This activity aims to clarify the concept of problem-solving and present a set of strategies for developing problem-solving skills. As a trainer, explain that solving problems is essential in leadership and business establishment.

Practical Application Abandoned house	• Creativity • Cooperation • Value Creation • Clarity	• Opportunity Exploration • Creativity • Vision • Adding value to ideas • Self-awareness and Self-Efficacy • Mobilize the efforts of others • Taking the lead • Planning and management • Coping with ambiguity • Collaboration with Others • Learning via experience	This activity is one of the most essential activities motivating participants to show entrepreneurial skills. Encourage participants to be creative in implementation and demonstrate the range of entrepreneurial skills involved during the panel discussion after the performance.
Reflection and Tasks	• Creativity • Reflection	• Vision • Learning via experience	This part motivates the projection of the learning that took place inside the hall on the practical life of young people.

Training Session Supplies:

Flipchart, markers, wide adhesive tape, scissors, cotton bag, A4 white and colored paper, and -4colored note.

Duration of the Training Session: 60   min

Implementation plan:

Access Card (15 min)

At the start of the training session, it would be beneficial to kick off with a practical activity that involves dividing the trainees into four groups. The exercise uses hand tools and stationery to create a basket carrying small balls.

The main objective of this activity is to help participants understand the concept of problem-solving.

You can introduce the activity by highlighting that this session is essential for entrepreneurs and anyone looking for success at work.

Display the instructions to the participants. The large group will be divided into four action groups, and each team will design and implement a basket that can carry small balls.

Ensure the trainees have enough space to participate in a group competition.

Ask the winning team a few questions

What is the reason behind your victory?

How was the team›s performance?

How many ideas did the team generate?

What are the steps taken to find the solution?

Finally, explain the purpose of the activity to the participants. The focus of the session is on problem-solving skills.

Understanding and Information (30 min)

In simple terms, problem-solving is finding practical solutions to different issues in our personal and professional lives. It is essential to solve problems promptly to prevent or minimize losses.

Ask them about the various stages involved in it.

Display a legend that outlines the stages of problem-solving that involve brainstorming.

Stages of problem-solving:

- **Define the problem.**

- **Propose a set of ideas and solutions by teamwork.**

- **The team evaluates the proposed solutions and ideas.**

- **The team selects an appropriate solution based on available criteria and resources.**

- **Implement the solution idea.**

- **Take feedback and evaluation.**

Ask the participants about the importance of problem-solving skills, and add the following to their suggestions:

Transforming the impossible into achievable.

Achieving excellence.

Boost self-confidence.

How to develop problem-solving skills

Show participants some strategies to develop problem-solving skills:

Acquire new knowledge

Acquiring new technical skills in your work or study can make solving problems easier. Attend workshops, enroll in training programs, or take online courses to gain new knowledge.

Train your mind

Just like your body needs exercise to stay healthy, your mind also requires training to maintain and develop its capabilities. Constantly exercise your mind by playing mental games such as chess, crossword puzzles, strategy games, puzzles, logic exercises, and mathematical equations.

Listen to music

Listening to music and performing mental exercises can stimulate the brain and increase problem-solving efficiency.

Keep a special notebook to write down ideas.

Instead of keeping ideas in your head, hold a special notebook or diary to write them down. This way, you can review and choose what is appropriate when needed.
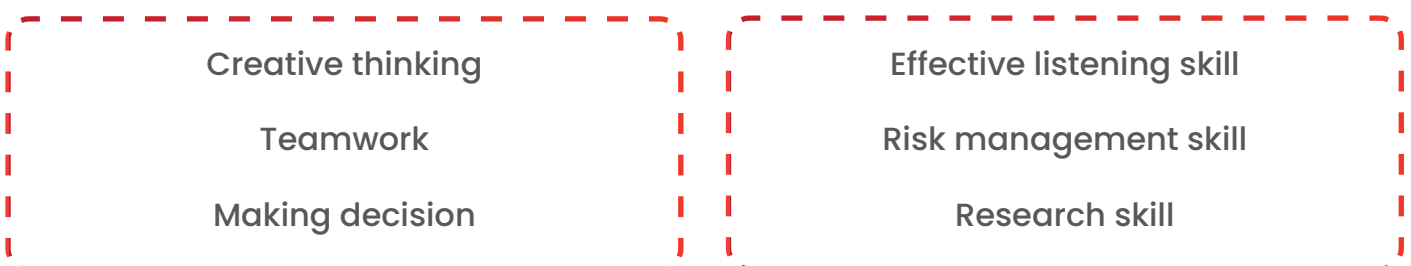
Use mind maps.

This point is significantly related to the previous one. You can write your ideas in the form of a mind map. Write the problem in the center of the page, draw main lines branching out from the center showing the causes of the pain, and add sub-lines that clarify any other details related to the problem. Then, draw another mind map showing all the ideas and possible solutions to this problem. Write down the answers in the main branches and the details of each key in lines branching from the main lines. This method will help you better organize your ideas, compare the available solutions, and choose what suits you best.

Learn from others

Learn from people with problem-solving skills. Observe their actions and study their strategy in facing obstacles. You can also ask them about the best ways to deal with their problems. Then, apply these strategies to your problems.

Surround yourself with professionals in their field.

At the end of this section, summarize that problem-solving skills reflect a group of other skills that work together.

Creative thinking	Effective listening skill
Teamwork	Risk management skill
Making decision	Research skill

Practical Application: The Abandoned House (25 min)

Before starting the case study, explain to the participants that they will apply their knowledge and problem-solving skills to a real-life scenario.

The situation is as follows: in a Palestinian village, there is an abandoned house on the outskirts. The owners have not been in contact for decades, and the house has become a spot where a group of young people gather to engage in drug and alcohol abuse, disturb the residents at night, and vandalize the property. Additionally, school students are dropping out to join this group. The situation has become a nuisance to society, and you have decided to intervene and find a solution.

Divide the large group into 3 or 4 smaller groups and give them 15 minutes to develop an idea and solution to this problem.

After 15 minutes, ask each group to present their solution.

Ask for feedback from the other groups.

Finally, link the proposed solutions to the problem-solving steps.

Reflection and Tasks (10 min)

At the end of the session, thank the groups for their work and interaction and encourage them to self-reflect on their skills to solve the problems.

Encourage them to develop a personal plan to acquire problem-solving skills essential for leadership and personal success.

Session 12: Creative Thinking

Training objectives:

At the end of the session, Participants will have the ability to:

Enhance ways of thinking creatively.

Apply creative thinking models to products and ideas.

Develop particular strategies to develop their creative thinking methods.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Creating value • Clarity	• Opportunity Exploration • Creativity • Resource Management • Learning via experience	This activity demonstrates the concept of creative thinking applied.
Understanding and Information	• Creativity • Reflection	• Context analysis • Creativity • Vision • Self-awareness and Self-Efficacy	This activity aims to present a model of creative thinking and many strategies for developing the skill of creative thinking. As a trainer, explain that innovative thinking is essential in entrepreneurship and business establishment.

Practical Application	• Creativity • Collaboration • Value Creation	• Opportunity Exploration • Creativity • Vision • Adding value to ideas • Self-awareness and Self-Efficacy • Mobilize the efforts of others • Taking the lead • Planning and management • Coping with ambiguity • Collaboration with Others • Learning via experience	participants to demonstrate their entrepreneurial skills. Encourage the participants to be creative in the implementation and show the entrepreneurial skills included during the panel discussion after the performance.
Reflection and Tasks	• Creativity • Reflection	• Vision • Learning via experience	Motivate the participants to apply the learning outcomes to their personal lives and encourage them to think entrepreneurially.

Training Session Supplies:

Flipchart, markers, A4 colored paper, paper clips according to the number of participants, and wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

At the beginning of the training session, distribute a paper clip to each participant and ask them to suggest different uses.

After two minutes, divide the participants into three groups and ask them to appoint a facilitator and a spokesperson for each group.

Have each group agree on five different uses for the paper clip,

Allow one minute for each group to demonstrate these uses.

Write the uses down on a flipchart.

Finally, let the participants know that the session will focus on creative thinking and introduce a model of creative thinking to be applied to a group of cases.

Understanding and information (30 min)

Ask the participants to define «creativity» and «creative thinking».

Display the legend that defines creative thinking as looking at things differently and thinking outside the box. Creative thinking also includes lateral thinking, identifying patterns and things that are not immediately visible.

Furthermore, creative individuals can discover new ways of accomplishing assigned tasks and solve problems and challenges by bringing a new and unique perspective to their work. This contributes to developing institutions and departments within companies, leading to a more productive outcome. This is why employers seek out candidates with creative thinking skills.

Conduct a brainstorming session and ask the participants: «How can we improve creative thinking?»

Write the responses on a flipchart and include the following strategies:

> Read about different topics outside your interest.
>
> The -500word exercise to write about any idea that comes to your mind.
>
> Listen to music that enhances creativity.
>
> Surround yourself with creative people.
>
> Use different colors in writing or in your place.
>
> Always use the brainstorming method.
>
> Expand your imagination by drawing or attending science fiction programs.

Write the word SCAMPER on the flipchart or write each letter on a separate piece of paper using different colors and hang them on the wall to form the word SCAMPER.

After that, ask the participants if they are familiar with or have used this model.

Finally, explain to them that this is a model for developing creative thinking and refer to Appendix 1 for more information on the SCAMPER Model.

Practical application (40 min)

Divide a large group into 4 or 5 smaller groups.

Ask each group to assign different roles. These roles include a facilitator, speaker, timekeeper, and writer.

Then, provide each group with 4 or 5 case studies and ask them to use the SCAMPER model to develop creative ideas.

Case 1: Establishing a mobile restaurant in a specific city or village.

Case 2: Repurposing old clothes.

Case 3: Dealing with the disruption of education due to a health emergency.

Case 4: Providing lighting in Bedouin areas.

Case 5: Improving sales of a low-volume but tasty juice product.

Give each group 25 minutes to brainstorm and discuss their ideas. Each group should present their ideas in the format they choose.

Ask them to apply the SCAMPER model to develop their ideas.

After each presentation, identify the creative idea and facilitate a dialogue with each group.

Take one feedback input at a time from other groups.

Reflection and Tasks (5 min)

Ask the participants about their feelings at the end of the training session activities.

How can we apply the creative thinking model in the lives of young people?

Encourage participants to develop creative thinking skills and utilize them in their lives.

Appendix 1 – SCAMPER Model of Creative Thinking

SCAMPER is a powerful tool that can help boost your creativity and tackle any challenges your company might encounter. This technique is based on the belief that every new idea is essentially a modification of something that already exists, and it uses a list of various questions to help you come up with fresh ideas. Robert Eberle developed SCAMPER in the early 1970s, starting with an initial brainstorming list created by Alex Osborne, the originator of brainstorming. Since its inception, SCAMPER has been widely used and applied across various industries.

The SCAMPER acronym represents ways to change your perspective on challenges and generate new ideas.

Each letter represents a specific approach that can help you explore and transform existing ideas, products, or processes to create something novel and valuable.
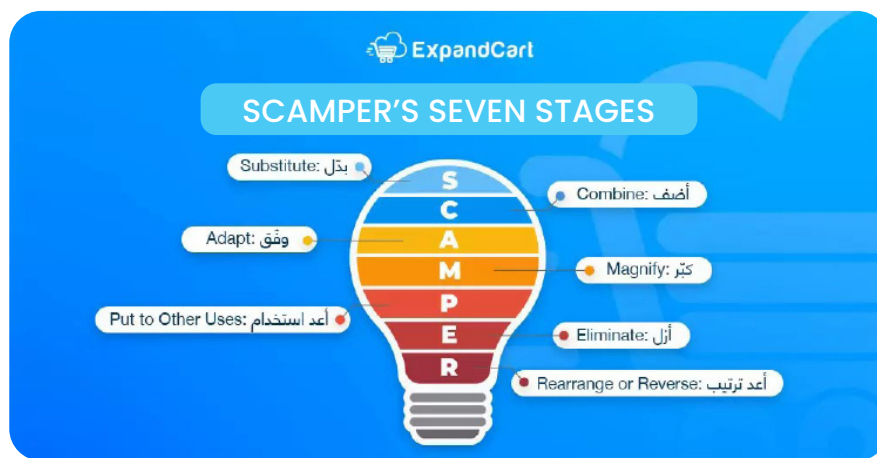
When do we use SCAMPER?

Use this tool when you are looking to develop a new business model, product, or service or add new features to your existing product. SCAMPER is a brainstorming tool that can help you generate new ideas and build on the ones you already have.

How do we use SCAMPER?

Step one: prepare

Start by identifying the problem or challenge you are encountering or the idea you want to work on. This could be anything from a challenge in your process, product, or service to a personal problem you want to solve.

Step 2: Use SCAMPER

To start generating ideas, ask questions related to your problem and use the SCAMPER shortcut steps:

Substitute: What can you substitute in the composition or form of the product?

For example, using plastic plates and utensils in fast food restaurants instead of ceramic plates and traditional metal utensils to save cost.

Combine: What can you add to the product to improve it?

For example, Siemens was the first to add a camera feature to a mobile phone, revolutionizing how we use our phones.

Adapt: Can you copy a product idea from another sector that does not belong to your industry?

For example, light strollers that can be folded were initially derived from the landing gear of aircraft that retracts inside the fuselage.

Magnify/reduce/modify: What can be magnified, reduced, or modified in the product?

For example, soda companies produce several sizes of beverage containers to suit the needs of individuals, families, and parties, increasing profits by changing the size of the product. The same thing happens when a company offers two packages of the same product for the price of one.

Put to Other Uses: Can I use this product for another purpose?

For example, some products only achieved success once they were used for a completely different purpose than the one for which they were created. The clay children play with was originally a white pasty substance used to clean wallpaper. However, after the spread of easy-to-clean wallpaper, the company was on the verge of bankruptcy until the factory decided to add colors to the paste and market it as a toy for children.

Eliminate: What can you exclude from the product›s features to make it sell more?

For example, Juhayna and Lamar are two companies that have built complete production lines for sugar-free natural juice without preservatives. Excluding part of the product, the companies were able to attract an entire sector of health-conscious consumers.

Rearrange or Reverse: Is there anything you can reverse, flip, or rearrange?

For example, clothes that can be worn on both sides. Likewise, Facebook periodically rearranges the main page›s features and how it displays news to the user.

Step 3: Analyze

In the end, review your answers. Do any of them seem like a viable choice for development? Can you use any of these ideas to develop a new product or improve your existing product? You can discuss these ideas with your team if you find them valid.

Session 13: Critical Thinking

Training objectives:

At the end of the session, Participants will have the ability to:

Develop critical thinking skills.

Apply critical thinking to different situations.

Adopt strategies to enhance their critical thinking.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy	This activity demonstrates the concept of critical thinking in an applied manner.
Understanding and Information	• Creativity • Cooperation • Reflection • Value creation • Clarity	• Opportunity Exploration • Creativity • Vision • Adding value to Ideas • Self-awareness and Self-Efficacy • Motivation and Perseverance • Resource Management • Effective communication • Learning via experience	This part introduces the concept of critical thinking and motivates the participants to apply critical thinking using different tools and methods.

| Practical Application | • Creativity
• Collaboration
• Value creation
• Clarity | • Opportunity Exploration
• Creativity
• Vision
• Adding value to Ideas
• Ethical and sustainable thinking
• Self-awareness and Self-Efficacy
• Motivation and Perseverance
• Effective Communication
• Coping with ambiguity
• Collaboration with Others
• Learning via experience | This activity aims to delve deeper into the concept of critical thinking and show how case data can change decisions. As a trainer successfully present the cases and facilitate good dialogue between the groups to achieve understanding and objectives of the activity. |
| Reflection and Tasks | • Creativity
• Reflection
• Clarity | • Vision
• Self-awareness and Self-Efficacy | Motivate participants to apply the learning outcomes to their personal lives and encourage them to use critical thinking on their issues and practical life. |

Training Session Supplies:

A flipchart, colored markers, A4 colored paper, and comprehensive sticky paper.

Duration of the Training Session: 90   min

Implementation plan:

Access Card (15 min)

Let the participants know they will exercise their imagination in an individual activity.

Share the following story with them: Imagine walking in the mountains when you suddenly come across a strange, circular plane that has fallen nearby. As you approach to examine it, a strange creature emerges from the helicopter with an unusual shape and accent. You quickly return to your residence to report what you saw, and the police ask you to describe the creature›s appearance. You decide to draw it.

Ask the participants to draw the creature within two minutes.

Afterward, have them stand in a circle and present their drawings to the group.

Comment on the drawings by stating that they are familiar or resemble characters from a cartoon or science fiction movie.

Today›s session will focus on developing critical thinking skills and exploring different ways and strategies to achieve this goal.

Understanding and information (40 min)

Ask the participants about the definition of critical thinking.

Show the legend that includes the definition of critical thinking: Thinking depends on analyzing, sorting, and scrutinizing information. It means judging the truth of the premises on which the result is based or the evidence supporting the hypothesis. It is based on examining and evaluating the solutions offered.

Others define it as the ability to evaluate and make judgments.

Going beyond the widespread concept of critical thinking, it mentions shortcomings and blame, but criticism is more comprehensive than simply saying faults and weaknesses.

Explain that critical thinking involves a set of steps:

Collect information about the research issue.

Review different opinions related to the topic.

Discuss the opinions collected and determine the correct ones from the incorrect ones.

Identify the strengths and weaknesses of opposing opinions.

Evaluate opinions objectively and impartially.

Prove the validity of arguments and evidence.

Collect more information if necessary.

Pay attention to the most accurate events related to the research topic.

Evaluate topics objectively.

Issue evaluations fairly and objectively.

Ask the large group the following question and use a brainstorming technique to collect answers: What are the strategies for developing critical thinking?

Display the following legend:

Simplify big, complex ideas.

Learn from mistakes.

Participate in debate sessions on a specific book topic.

Continuous learning and self-education.

Love of curiosity and exploration.

Deduction.

Writing.

Tell the participants that we will hold a rumor exercise between 4 groups.

Divide the large group into four groups and ask them to choose a facilitator and speaker for the group.

Activity instructions: To start this exercise, ask the facilitator to arrange the team in a straight line, standing behind each other and looking forward per the facilitator›s instructions. Next, the facilitator will make a strange movement, saying a sentence or a word to the last person in the queue so that others do not hear it. The person at the end of the line will then convey the same movement, sentence, or word to the person in front of them, continuing until it reaches the first person. Finally, the facilitator will ask the last and first persons in the line to mention the movement, sentence, or word conveyed during the exercise. It›s a fun exercise that will make everyone laugh.

After the exercise, you can ask questions to help the team reflect.

How did you feel when you heard the activity instructions?

Do you believe everything you hear or read in information sources, media, or social media is factual?

How do you know if something is true or false?

Have you ever misjudged a situation?

Did you make wrong assumptions that can lead to significant losses?

Practical Application (30 min)

Instruct the participants to stay in their groups from the previous activity and switch roles within the group.

Explain that you will be sharing scenarios about a train traveling between villages, and they will be required to decide based on data and analysis.

Ask them to pay close attention to the scenarios.

Each scenario should be listened to carefully.

After each scenario, give them 3 minutes to discuss and come up with a decision. As the facilitator, focus on the main objective of the activity, which is to encourage critical thinking and effective behavior.

There is no wrong or right solution, but the goal is for the trainees to think through the scenarios and avoid frustration.

Encourage the trainees to expand their cognitive horizons and to share their thought processes and evaluation methods as they move from one scenario to another.

After each scenario, ask each group for their opinions on the decisions made by the other groups. This will help the trainees link the scenarios together and increase their enthusiasm, mainly if you distinctively narrate the scenarios.

Avoid commenting on their decisions, even if they ask for your opinion. Instead, emphasize that each person has their perspective on how to solve matters.

First Scenario:

You are standing next to a railway as a train moves from village A to village B. The train is facing two tracks. On the first track, one person is tied up, while on the second track, five people are tied up, and there is a handle to control the train›s direction.

You have three options:

Option 1: Direct the train towards the first track, sacrificing one person but saving five lives.

Option 2: Direct the train towards the second track, saving one person but sacrificing the other five.

Option 3: Do nothing and let the train go in any direction.

Second Scenario:

You suddenly encounter a corpulent man in front of you and hear the train driver›s screams, asking you to push the man in front of the train to save five people on the other track. However, the driver informs you that the man you are supposed to push is the one who tied everyone on both tracks. You have one more option: making the man and stopping the train.

third Scenario:

In a situation like this, what would you choose to do? It›s essential to note that among the people on the right track is one of your sons.

What will be your decision now?

Fourth Scenario:

You suddenly hear voices from the five people tied to the second train track. You discover that one of the five is a pregnant woman, the other is your close friend, the mother of four orphans, and the last person is a -6year-old girl.

After completing the fourth scenario, compare the answers with one another and ask the trainees about the mechanism behind their decision-making.

Allow the participants enough space to express their feelings during the experiment.

Focus on the importance of the methods used to evaluate situations and how to create better ways to improve judgment.

Ask the trainees an important question: Did they believe the train driver? And why did they believe him?

The second important question is what has changed in their opinion after hearing other people›s comments and opinions.

Lastly, ask the trainees about the importance of critical thinking.

Reflection and tasks (5 min)

At the end of the training session, express gratitude towards the participants for their active participation and engagement.

Inquire about their perception of the ease and difficulty in acquiring the skill of critical thinking.

Then, allow a minute of silence for each participant to imagine a strategy that they could implement to enhance their critical thinking abilities.

Session 14: Time Management

Training objectives :

At the end of the session, Participants will have the ability to:

Organize daily activities according to priorities.

Enhance participants› evaluation of time.

Apply the time management model to their activities.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance	This activity focuses on creating new thinking about the importance of time and the unit of measurement of time.
Understanding and Information	• Creativity • Cooperation • Reflection • Creating Value • Clarity	• Opportunity Exploration • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance • Effective communication	This part introduces the concept of time management and presents strategies and tips for effective time management.

Practical Application	• Creativity • Cooperation • Creating Value • Clarity	• Opportunity Exploration • Creativity • Ethical and Sustainable Thinking • Self-awareness and Self-Efficacy • effective communication • Planning and management • Collaboration with Others • Learning via experience	This part indicates the importance of time management and how it can improve the lives of young people and achieve personal and practical objectives. It also suggests the importance of time management in the lives of young people who want establish their businesses.
Reflection and Tasks	• Creativity • Reflection • Clarity	• Opportunity Exploration • Vision • Self-awareness and effectiveness	Focus on showing the importance of time management and encourage the participants to apply the methods they learned in their personal and practical lives.

Training Session Supplies:

Flip chart, markers, colored notes, white paper A4

Duration of the Training Session: 90   min

Implementation plan:

Access Card (15 min)

In the center of the flipchart, write «unit of time.» Distribute colorful sticky notes and ask participants to write a description of the unit of measurement of time.

Summarize the participants› responses, then add that the unit of time measures the time it takes to do different things in daily life.

Ask: what is the difference between a person living in Japan, Germany, or any other developed country and someone who does not feel successful or happy?

Explain that the difference lies in how they invest their time. Every day has the same 24 hours, regardless of location. If we calculate the time that can be utilized, we will find it substantial and could change our lives.

Write and explain some mathematical equations as follows:

A day is 24 hours

If we subtract 7 hours for sleep, then remove the time for eating, going to the bathroom, worship, and transportation, the remaining time will be approximately 10 hours.

Explain that these remaining hours are the reason for success or failure and that our session today deals with a vital topic: time management.

Understanding and information (15 min)

Display a legend indicating that time management is an administrative process at a personal level that aims to efficiently invest time in completing daily tasks and duties. It is a critical factor for productivity, whether at the professional or academic level. One may spend several days without accomplishing anything significant, while a few hours can be equivalent to a day, depending on how effectively time is managed.

Divide the participants into four small groups and ask them to brainstorm tips.

If the groups still need to address any crucial aspects, add them.

Setting personal and professional goals.
Good planning and prioritization.
Do not postpone or be lazy.
Focus work on one task at a time for completion.

Eliminate distractions.
Always exercise.
Wake up early.
Ask the participants and write down their comments about the importance of time management.

Add the following points to their contributions:

Achieving a sense of accomplishment and overcoming work and study pressures can lead to psychological satisfaction and inner comfort.

Additionally, taking time to pursue unique hobbies and self-discovery can increase productivity at work and school.

Time management is a crucial characteristic of a successful leader who can face risks and challenges effectively.

To help with time management, consider using tools such as:

Mind maps

Notebooks,

Digital calendar applications.

Please inform the participants that it›s time to start organizing their time using various tools and templates.

The first activity is a game called «Time is Value.»

Here are the instructions for the game:

Ask the participants to monitor their daily schedule for several days, starting from 7 a.m. when they wake up until they go to sleep. This will help us identify how they spend most of their time.

Be sure to keep track of the time spent on phone usage.

Monitor the use of the Internet as well.

Note the time when they wake up, go to sleep, and the hours of sleep.

After completing this task for a week, we can determine how they allocate their time. Please refer to the example below for reference.:

Daily behavior	Time
Time to wake up	
bedtime	
Number of hours of sleep	
Number of cups of coffee	
How many times have you used the phone?	
How many times have you used the Internet?	

After listing all the activities, each participant will assign a dollar value to each activity.

Once all the activities have been evaluated, everyone will circle and share the total value of the hours available for investment on the following day.

It›s essential to explain to the participants that the value of time is calculated based on economic, psychological, or social returns. However, this exercise only discusses the investment in hours that differentiate between a successful person and a more successful person.

Note that we›re paying attention to the importance of social events.

After completing the exercise, we will display the following table to the participants.

Eisenhower Matrix	
The hastier decisions are, the more critical they are	
Important Urgent	Important Non-urgent
Do it immediately	Plan
Urgent Non-Important	Non-Important and Non-Urgent
Leave immediately	Delegate

Explain that in this method, they will work on reprioritizing the activities written during the hours of the next day.

After 5 minutes, ask each trainee to share his paper with the trainee next to him.

Reflection and Tasks (10 min)

At the conclusion of the session, encourage the participants to reflect on the value of the past week and invite them to consider their potential achievements in the following week.

Emphasize that we should aim to do what we can within a limited unit of time.

Ask them to create a plan to manage their time using mind maps, calendars, or diaries and present it to the group in the upcoming days.

Session 15: Managing Financial Expenditures

Training objectives :

At the end of the session, Participants will have the ability to:

Be more aware of the importance of financial savings in young people›s lives

Acquire money management skills.

Develop a personal strategy for managing daily expenses.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Cooperation • Value Creation • Clarity	• Opportunity Exploration • Creativity • Vision • Financial Resource management • Financial and economic knowledge • Effective Communication • Collaboration with Others	This activity enhances participants' awareness of the importance of financial and economic knowledge through interactive training.
Understanding and Information	• Creativity • Cooperation • Reflection • Creating Value • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance • Resource management • Financial and economic knowledge • Effective Communi-cation	This part introduces the concept of financial management and presents strategies and tips for managing expenses for young people.

Practical Application	• Creativity • Cooperation • Creating Value • Clarity	• Opportunity Exploration • Creativity • Ethical and Sustainable Thinking • Self-awareness and Self-Efficacy • effective communication • Planning and management • Learning via experience	This part indicates the importance of time management and how it can improve the lives of young people and achieve personal and practical objectives. It also shows the importance of time management in the lives of young people who want to establish their businesses.
Reflection and Tasks	• Creativity • Clarity	• Opportunity Exploration • Vision • Self-awareness and effectiveness • Financial Resource management • Financial and economic knowledge • Planning and management	This activity promotes the practical application of money management and enhances financial and economic knowledge. Encourage the participants to use the strategies presented in the training session so that they become daily behavior in their personal and professional lives.

Training Session Supplies:

Flipchart, markers, crayons, scissors, A4 white and colored paper, and wide sticky tape.

Duration of the Training Session: 60   min

Implementation plan:

Access Card (15 min)

Inform the participants that they will be creating their paper currency. This currency will then be distributed to the group members as a monthly allowance.

To begin, divide the large group into four smaller groups and provide them with paper, scissors, crayons, and markers. Allow each group to design and implement their paper currency at a rate of 1,000$ (or the equivalent in local currency).

This paper currency will have practical applications.

Let the participants know that this activity will help them improve their money management skills, whether managing daily expenses during their studies or any other financial returns.

Understanding and Information (15 min)

Explain the meaning of money management: planning, organizing, directing, and controlling financial activities and anything associated with them.

Ask them: What strategies can be followed to manage financial expenses? Add to their input from the following list:

Needs before desires.
It is necessary to be satisfied as much as possible.
Keep an emergency fund
Select a budget

Invest money to save money
Avoid loans
Set your goals
Plan ahead
Act like a bankrupt

In small groups, ask them to write tips for saving daily expenses at home.

After the presentations, summarize the outputs and add to them from the following list:

Make a list of needs
Record all your expenses
Categorize expense items.
Re-arrange your budget priorities.

Make an alternative plan for expenses and stick to it.
Start saving.
Constantly evaluate your performance.

Practical application (25 min)

After explaining the strategies in the previous section, divide the participants into four groups and ask them to define the roles within each group.

Each group should then write down the monthly expenses that a young person may have.

Allow a three-minute time limit for each group to present their outcomes.

Ask the other groups to provide feedback on the presented expenses and suggest additional activities related to fees, such as internet, telephone, and transportation costs.

Inform the groups that they will now work on developing strategies to manage the expenses mentioned in their presentations.

Allow a ten-minute time limit for the discussion, and then ask each group›s spokesperson to present the outcomes of their meeting.

Finally, return to the group›s original division at the beginning of the session to carry out role-playing.

Activity instructions: Each group will be given 10 minutes to create a scene that portrays youth financial management using the paper currency designed at the beginning of the session.

After the scene performance, the groups will facilitate a learning discussion.

At the end of the session, ask the following questions:

Why is it important to manage daily expenses?

How can sav help us start a small business?

How does saving money help us carry out activities that increase our skills and education?

How can young people improve their financial returns?

Reflection and Tasks (5 min)

After the training session, please thank all participants for their active involvement.

Ask each participant to create their financial file using Excel, which should encompass all regular expenses and savings percentage returns. Please ensure that all data is accurately recorded in the file.

Session 16: Effective Team Member

Training objectives :

At the end of the session, Participants will have the ability to:

Apply the stages of team building.

Enhance the spirit of working within a team.

Develop a personal plan to improve teamwork skills.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Cooperation • Value Creation • Clarity	• Opportunity Exploration • Creativity • Vision • Effective Management • Taking the Lead • Collaboration with Others. • Learning via experience	This activity reinforces the importance of teamwork to achieve goals and good results.
Understanding and Information	• Creativity • Cooperation • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance • Resource management • Financial and economic knowledge • Effective Communication • Planning and management • Learning via Experience	This part introduces the concept of teamwork within a company and highlights its importance. As a trainer, encourage participants to build an effective team when starting their business and highlight the importance of good team building in achieving desired goals.

Practical Application	• Creativity • Cooperation • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance • Resource management • effective communication • Planning and management • Collaboration with Others. • Learning via experience	This activity aims to use the strategies discussed in Understanding and Information so that participants can build effective teams and increase their ability to work within a team.
Reflection and Tasks	• Creativity • Reflection • Value Creation • Clarity	• Opportunity Exploration • Vision • Identify strengths and weaknesses • Motivation and Perseverance • Planning and management. • Learning via experience	This activity aims to self-evaluate the participants, learn about their ability to build an effective team and identify the strengths and weaknesses of their work within a group.

Training Session Supplies:

Flipchart, markers, plastic cups, two bags of candy (M&Ms) or any other alternative, wide adhesive tape, a bag of colored popsicles, and a puzzle game.

Duration of the Training Session: 90   min

Implementation plan:

Access Card (15 min)

Tell the participants they are competing in small groups for lost treasure.

Divide the groups into four groups using colored popsicles.

Assign roles within each group.

Activity instructions: Each group will receive a worksheet with a list of items to collect within 7 minutes. Please refer to Appendix 1.

Adding extra items to the treasure annex can make the mission more challenging.

Once the time is up, each team must turn in the collected items. Discuss strategies for completing the mission with your team.

After the task, ask the winning team to share their experience and tactics.

Also, ask the losing team what they can learn from the experience.

Finally, announce the session title and play the video.

The Pit Stop - The Power of Team Work

## Understanding and information (15 min)

Ask the large group the following question and write their responses on the flipchart: «What does work in a team mean to you?»

Working within a team is a group of people coming together to achieve a common goal by cooperating and applying their skills. It involves overcoming conflicts that may arise due to differences in opinions and viewpoints, providing constructive feedback, exchanging knowledge and experiences, and developing effective relationships to achieve outstanding results.

Ask each group to write down the stages of team building in small working groups.

Show the following legend, which indicates the stages of team building.:

Formation stage	Performance stage
Conflict stage	Termination stage
Rulemaking stage	
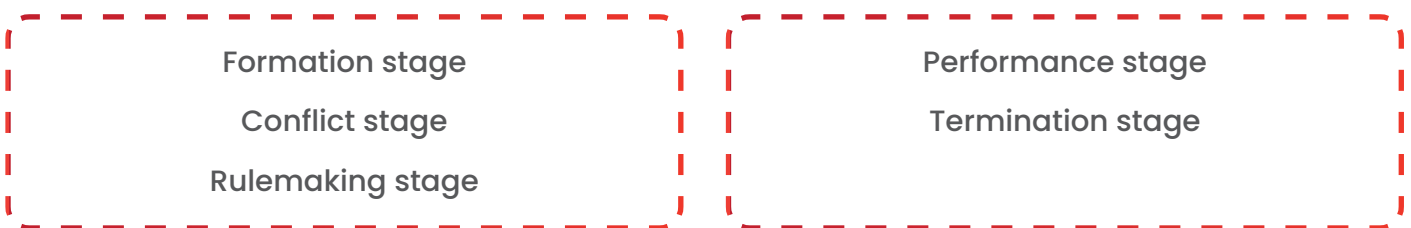
Tell the participants we will do a quick group activity through the puzzle game.

Activity instructions: Each participant will receive a piece of the puzzle game, and the group will be given only 10 minutes to complete the shape.
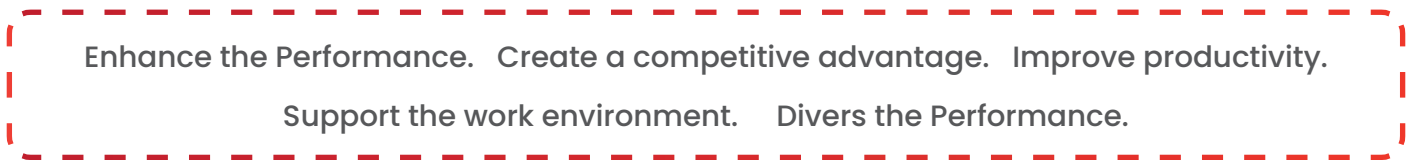
When the activity ends, tell them that there are a set of skills required to work within a team, including:

Communication	Empathy
Problem-Solving	Time management
Taking responsibility	

Ask the small groups to return to the formation, and ask them to discuss the factors of success within a team in 5 minutes. Add the following:

Helping others.

Motivation.

Correct delegation of tasks.

Support.

Strong leader.
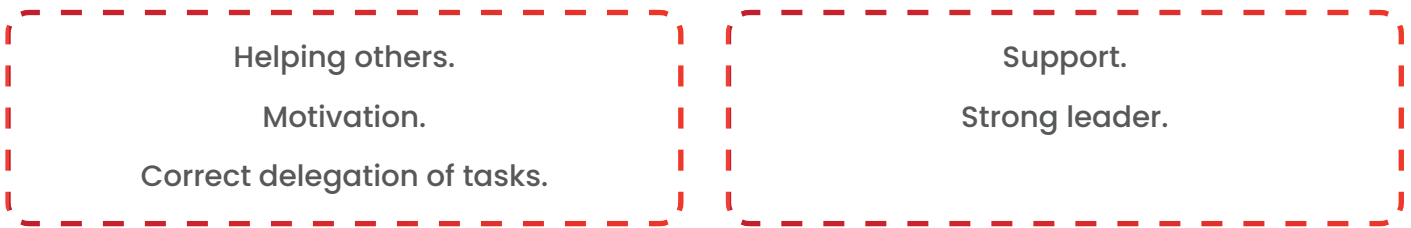
Finally, show the following illustration that indicates the importance of working within a team:

Enhance the Performance.   Create a competitive advantage.   Improve productivity.

Support the work environment.   Divers the Performance.

Practical application: Team competition (30 min)

Follow the updated text below, which is more explicit and more accessible for any spelling, grammar, or punctuation errors:

Begin by inviting four male and four female volunteers to form teams.

Each volunteer will take turns choosing one group member until the last participant is chosen.

Ask each team to select a name and write it on the flip chart.

Next, provide each team with a plastic cup filled with chocolate chips and another cup placed 5 meters away. Instruct each team member to transfer the chocolate chips from the first cup to the second using colored popsicles. They can share one or more chips at a time and must return to the starting line before transferring more.

Give 5-10 minutes to complete the competition, depending on the available time.

Once the time is up, count the transferred chocolate chips and announce the winning team.

Finally, facilitate a discussion between the groups focusing on the different stages of team building and performance within each team.

Reflection and Tasks (5 min)

Ask the attendees to share their successful experiences of working in a team.

Prompt the group to consider practically applying the skills they learned during .

Encourage the participants to recall the various stages of team building and the strategies for success in working within a team.

Lastly, urge them to apply the newly learned teamwork skills during the training program and   daily.

Ask them to complete the teamwork questionnaire provided in Appendix 2 would be beneficial.

Appendix 1: Looking for the treasure!

Team Name : ....

The list

Item	Mode - (√) or (X)
Restaurant napkin Yellow rose Trash bag	
Bill	
Coins - non-Israeli or Jordanian	
Identity of the trainer or person responsible for training	
Picture of a child	

Appendix 2: Questionnaire of working within a team

The questionnaire aims to identify the extent of your skills in working within a team. After finishing, calculate your total.

	Mostly 3	Usually 2	Rarely 1	Never 0
I am influenced by others when I work with them.				
I can easily make others change their goals.				
I adapt to different circumstances and people.				
I avoid assuming that others think optimally.				
I am willing to let my group take credit for my accomplishments.				
Praise others for their outstanding achievements.				
Try to make others feel important.				
I can discover hidden meanings when communicating with others.				
I try to encourage my group members.				
I am willing to listen to others' thoughts.				
I am generally aware of the mood of others around me.				
I analyze and study problems carefully before I act.				
I am generally aware of the needs of others.				
I do my best to get to know my colleagues.				
I refrain from drawing others' attention to others' faults or limited abilities.				
I like to brag about myself a lot.				
I resist arguing with people who are fond of controversy.				
I ignore small or insignificant annoyances.				
I am careful not to transfer my lousy mood to others.				

Keys:

A 57-48 score means You have a very positive attitude toward teamwork

A 47-38 score means You have a somewhat positive attitude toward teamwork

A 37-28 score means You have a slight inclination toward teamwork

A 57-48 score means You have a minimal tendency toward teamwork

Note: This questionnaire is part of the "Teamwork" training manual the Center for Continuing Education - Birzeit prepared.

Station III: Preparing for the Labor Market

Session 17: Preparing the Professional Portfolio

Session objectives

At the end of the session, Participants will have the ability to:

— Increase participants' ability to use business models professionally

— Prepare the participants' business exhibition

— Prepare a personal, professional file

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Reflection • Clarity	• Vision • Opportunity Exploration • Motivation and Perseverance • Use of resources.	The introductory activity emphasizes the importance of building a business exhibition as a practical model for a professional portfolio to obtain job opportunities.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Adding value to Ideas • Motivation and Perseverance • Use of resources Responsibly	The activity contributes to understanding the sources and channels for participants to build a professional portfolio.
Practical Application	• Clarity • Cooperation	• Opportunity Exploration • Detecting needs • Work guide • Collaboration with Others • Motivation and perseverance • Resource Management • Learning via experience	This activity helps participants build a professional portfolio that contains business models professionally.
Reflection and Tasks	• Clarity • Creativity	• Self-awareness and Self-Efficacy • Motivation and Perseverance • Learning via experience	This activity encourages participants to build a professional profile and post it on social media to obtain job opportunities.

Training Session Supplies:

Markers, flipcharts, foam board, colored sticky notes, colored wool yarn, and laptops connected to the Internet.

Duration of the Training Session: 60 min

Implementation plan

Access Card (15 min)

Review the importance of building a gallery by asking these questions

Do you have any work that is of publishable quality?	How many jobs are worth posting?
How do you present your work?	Do you use mockup?
Which websites do you review your work on?	Do you use Behance, for example?
How do you market your business?	Name three ways you use to talk about your work.

Participants answer questions individually for 5 minutes, then share two responses with the group. Participants answer questions individually for 5 minutes, then share two replies with the group.

Ask a question: Did you get a job by publishing your work portfolio?

Understanding and Information (15 min)

Explain the components of the work portfolio, "it is a file in which you display examples of your work:

Project name

Description of the project

Design that expresses work

Work links

To describe your project, use the TwitPitch method by writing a narrative in a tweet not exceeding 280 characters. For instance, I created a video for Basma Company to raise awareness of its services.

Here are some platforms that can help you build a business portfolio :

Behance, which showcases designers' work;

ePHOTOzine, which displays photographer's position;

GitHub, which offers programmers' work;

Growth Hub, which showcases the work of people in marketing;

Muck Rack, which displays the role of journalists; and Contently, which showcases content writers' work.

You can also review the business portfolio models on Behance to facilitate your search.

If you don›t have any unique platforms for display, you can create a business portfolio using Google Drive.

New freelancers face a similar dilemma to the age-old mystery «Which came first, the chicken or the egg?» They need the opportunity and tools to showcase their abilities and highlight their skills to entrepreneurs, or else they won›t obtain job opportunities. Hence, is a business portfolio essential?

The business portfolio is a decisive means for the project owner to evaluate job seekers or service providers and choose the appropriate person for his project. While any job seeker can write a good description of himself and falsify experiences and skills, there is only one way through which the project owner can verify the validity of these claims, i.e., by reviewing previous work carried out by the service provider.

A freelancer›s portfolio is a crucial aspect of their profile, showcasing their skills and experience. It is essential to provide a range of diverse models that accurately reflect their various talents. The portfolio›s content should align with the profile›s content, with examples for each skill or experience mentioned. Only supported models should be included in the portfolio.

Having a strong portfolio in all fields, whether design, content writing, translation, programming, or any other area you work in, is essential. If you have multiple skills, be sure to showcase examples of each. The market is highly competitive, with many service providers vying for attention and recognition.

As a freelancer, it is essential to implement projects efficiently and deliver quality work to gain positive reviews from project owners. This will help build trust and credibility with potential clients and employers on the freelance platform.

To build a solid portfolio, taking advantage of opportunities and showcasing your skills effectively is necessary. By working hard and following these tips, new freelancers can achieve great success in the world of freelancing.

Practical Application (30 min)

Ask each participant to upload one project on a business portfolio platform, write a description, and upload an attractive design.

Ask participants to design their works using Canva and save the results in PDF format.

After each participant has completed their project, ask them to present it to their colleague or ask for feedback by saying, «Did you like my work portfolio?»

Once the discussion is complete, ask the participants to write the links to their work on the course›s Facebook group for others to see.

Collect votes for all works and assign points to the project with the highest score.

Ask other participants why they voted for this project and what distinguishes it.

Comment on the portfolio of works by selecting three portfolios and evaluating them randomly.

Make sure all participants have previous work. If they do not have prior work, they can apply the exercise virtually by using some online projects without uploading them due to copyright issues.

During the discussion, get everyone to participate and encourage constructive criticism when expressing an opinion about the portfolio.

Verify the communication channels between the trainer and the participants, whether it›s a Facebook or WhatsApp group.

When conducting the voting process, collect the votes, monitor them on the board, and choose the project with the most votes.

Finally, ask participants to share their portfolios online.

Reflection and Tasks (5 min)

At the end of the session, initiate a discussion by asking the following questions:

Why do you believe your projects are deserving of being posted online?

How do you assess the readiness of your portfolio for online posting?

Encourage all participants to prepare their complete portfolio, publish it online, and share their feedback with the larger group during future meetings or on social media.

Session 18: Arts of CV Writing

Session objectives

At the end of the session, Participants will have the ability to:

Write a CV in Arabic and English

Determine the appropriate format for the CV

Present and write the components of the CV professionally.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Reflection • Clarity	• Opportunity Exploration. • Define the problem • Identify strengths and weaknesses	This activity supports thinking about the importance of having a professional CV and a LinkedIn profile to attract companies to obtain job opportunities.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Adding value to Ideas • Motivation and Perseverance • Use of resources Responsibly • Self-confidence	The activity contributes to understanding the sources and channels for participants to build a professional portfolio.
Practical Application	• Clarity • Cooperation • Vision	• Opportunity Exploration • Detecting needs • Work guide • Collaboration with Others • Motivation and perseverance • Resource Management • Learning via experience • Learn how to learn • Work guide	in an organized manner.
Reflection and Tasks	• Clarity • Creativity	• Self-awareness and Self-Efficacy • Motivation and Perseverance • Learning via experience	This activity encourages participants to share their CVs with friends to evaluate them and provide feedback.

Training Session Supplies:

Markers, flipchart or smart board, colored sticky notes, wide adhesive tape.

Duration of the Training Session: 60   min

Implementation plan

Access Card (15 min)

At the beginning of the training session, start a discussion among the participants about their views on whether a LinkedIn account can replace a CV.

Once the discussion ends, choose a participant with an opposing opinion about comparing LinkedIn and a CV. Ask them to present their point of view in front of the larger group and then conduct a vote by show of hands to see who is for or against the idea.

After the conversation ends, express your perspective on the significance of having a CV and a LinkedIn account. **https://www.linkedin.com/feed/**

Understanding and information (15 min)

First, write the titles of the components of the CV on a flipchart

post each title separately on the wall.

Then, divide the large group into five smaller groups and assign each group to a different title on the wall.

Next, using the circular brainstorming method, each group will write the content included in the title or tips for writing each component of the CV.

Groups can write directly on the flipchart or colored sticky notes.

After two minutes, ask each group to rotate to the next title

Continue the circular brainstorming process until the groups return to the first title they worked   on.

Finally, ask the spokesperson for each group to summarize the written content.

Display the content to correct any misinformation.

Personal Information

This section of your document should only include your name and contact information, such as phone number, address, and email address.

It is not necessary to include any information regarding your marital status or gender.

Summary of BIO:

Creating a resume is an excellent way to showcase your identity, achievements, and experiences when applying for a job. The recruitment department may request it from you as a marketing tool. In your resume, you should include information about your most significant accomplishments and successes without going into too much detail.

Before creating your resume, it is essential to research the employer and understand their work, mission, and values. For example, the requirements for a job at an international organization that hires high-level officials may differ significantly from those of a start-up company where most employees are young.

Academic Qualifications and Training

This section should include all the information that proves your academic and professional qualifications, such as your educational and scientific certificates, specialized training courses, and other relevant stuff. When listing your academic credentials, include the name of the university, institute, or college from which you obtained the certificate and the dates of your enrollment and graduation.

2004-2000: Bachelor of Commerce, Faculty of Commerce and Economic Sciences, Al-Azhar University- Gaza -Palestine. And so on

You can add some academic subjects you excelled in and that are relevant to the job you are applying for.

Listing your academic qualifications in reverse chronological order, starting with the newest first, is essential. If you have already graduated, you do not need to mention your pre-university education (primary, preparatory, and secondary). However, if you are still studying and have yet to graduate, state the year you joined the university or educational institute and mention the expected graduation date.

Practical Experiences

Companies and institutions must understand the importance of the experience section on a resume.

This section should list jobs held transparently, including the dates of joining and leaving, job titles, responsibilities, places of work, achievements, and duration of employment.

It is recommended to list experiences in reverse chronological order, beginning with the most recent position held.

If you have multiple experiences, you can rearrange them to place the most relevant ones at the top.

It is also essential to prioritize the types of jobs, such as full-time, part-time, paid training, unpaid training, and volunteer work.

This section should be filled out completely to give a clear picture of your work history.

For example:

2011-2009: Project Coordinator, Ma'an Development Center, As part of the incubators for entrepreneurial and small projects funded by Enable Foundation.

- I was responsible for ensuring and verifying that the project was implemented efficiently and effectively.

- This required full coordination with all parties involved in the project.

- Developing and submitting required reports to the project manager.

Skills

It is essential to emphasize the relevant skills in your CV without exaggerating or inflating them. Specifically, you should focus on skills related to the job you are applying for. Some skills that you may want to consider adding to your CV include:

Your mother tongue and any other languages you are proficient in, along with your speaking and writing proficiency level for each language.

Computer skills.

Soft skills acquired from training.

Achievements and awards

Explain that this part is added if the applicant has any achievements in sports, cultural, scientific fields, or on the social level.

Interests and hobbies

Explain that this part is optional and is added to reflect the interests or hobbies of the job applicant.

Explain that interests and hobbies are vital to employers because they reflect the vitality and personality of job applicants.

Identifiers

It is essential to emphasize the significance of this section to the participants. They should be instructed to mention the names of two or three individuals who have previously worked with them. They can attest to their experience and competence, such as former managers or colleagues while mentioning their job position, the name of the company they work for, and their email.

Ensuring these individuals agree to include their names in the participant›s CV is crucial.

Afterward, the participants should be informed about the best ways to format their CVs.
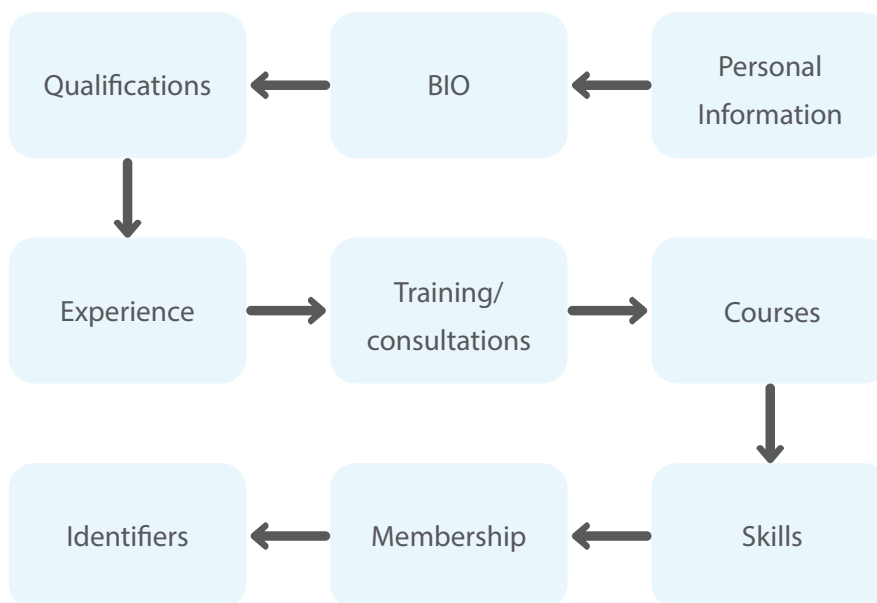
This includes using traditional font types such as Arial and avoiding unclear or excessively decorative fonts.

Additionally, consistently using the same font style and size throughout the document is essential.

A4 paper is the preferred choice for printing.

Regarding font colors, it is recommended to stick to black and use only one additional color.

CV writing curve:

Qualifications	←	BIO	←	Personal Information
↓				
Experience	→	Training/ consultations	→	Courses
				↓
Identifiers	←	Membership	←	Skills

Ask each participant to write a one-page CV addressed to an operator. You can use this site (https://europa.eu/europass/en/create-europass-cv)   to write a CV in English or this site in Arabic

https://www.jobseeker.com/app/resumes/87e5a7c-6ae-4661-70b-482d2657765f4bd/edit

Divide the participants into pairs to exchange CVs.

Have each pair choose one CV and show it to everyone.

Please take notes on the CVs and select three of them. Then, explain your messages in an interactive facilitation style. Afterward, ask the participants to review and edit their CVs.

If necessary, you may use the CV of one of the participants to demonstrate the editing process.

Finally, at the end of the practical application, it would be helpful to ask the participants the following questions:

What are the most common mistakes made when writing CVs? And how can we overcome these mistakes?

What are the types of CVs?

Types of CV.

If you are thinking about writing a professional CV, the first thing you should do is determine the type of CV that suits your experiences, skills, and the job you are applying for. The CV includes three main types:

First: chronological CV

The reverse chronological CV is the most common and oldest type of recruitment. Recruiters have grown accustomed to seeing this format throughout their careers. This CV type focuses on your professional progress, starting with your most recent job and moving backward in time. The exact reverse chronological order applies to presenting your academic qualifications and any courses or activities you have participated in.

Second: Skills-based CV

It is essential to focus on your skills rather than your professional history and the jobs you have worked in when creating a CV. A skills-based CV type is preferred as it begins with a list of your skills, achievements, and activities. This type is beneficial if you want to join a new career field or have gaps in your work history. If you have an extensive work history, relying on a sequential CV might highlight your flaws. Therefore, writing a skills-based CV and emphasizing your skills is the best option.

Third: Creative CV

A visual resume is among the most popular in the digital industry, such as marketing, design, and journalism. This type utilizes visual elements, including images, graphs, videos, and colors, to creatively and innovatively showcase your skills and experiences. A well-designed visual resume can capture the hiring manager›s attention, encourage them to read it with interest and provide a favorable first impression of you and your abilities.

Reflection and Tasks (5 min)

At the end of the session, it›s essential to discuss by asking the following questions:

Is your CV fully prepared for the job market? If not, what steps can you take to improve it?

How can the information from this session be utilized to pursue job opportunities?

Additionally, encourage participants to share their CVs with friends and colleagues outside the session to get an outside perspective and feedback.

Appendix - CV Template

(Name)

_____

Street address

_____

City

_____

Phone number

_____

E-mail address

_____

Professional Experience

Start and end dates of employment (From newest to oldest)/job title/company name/country

Job description and responsibilities

Start and end dates of employment (From newest to oldest)/job title/company name/country.

Job description and responsibilities

Start and end dates of employment (From newest to oldest)/job title/company name/country.

Job description and responsibilities

Study period (April 2000 to June 2004) / degree/college / educational institution/country.

Achievements

The number of professional, academic, sporting, and other achievements.

Skills and abilities

Number of computers, linguistics, or any soft skills

Interests and activities

Identifiers

Mention three persons who can confirm your abilities, skills, and general work behavior, and write contact information for each.

Name _____

Address _____

Phone No. _____

E-mail _____

Name _____

Address _____

Phone No. _____

E-mail _____

Name _____

Address _____

Phone No. _____

E-mail _____

Session 19: Cover Letter Writing Skills

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Write cover letters

Determine the appropriate cover letter format

Present and write the cover letter components professionally.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Opportunity Exploration. • Developing ideas • Working together	This activity stimulates participants' minds about the importance of writing a cover letter to apply to companies to obtain job opportunities
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Adding value to Ideas. • Motivation and Perseverance • Use of resources responsibly	This activity encourages participants to organize their thoughts about professional experiences and write them as a cover letter.
Practical Application	• Cooperation • Clarity • Creativity	• Opportunity Exploration • Collaboration with Others • Motivation and perseverance • Resource Management • Learning via Experience • Learning how to learn • Developing ideas • Working together	This activity contributes to developing the participants' skills in writing cover letters by exchanging experiences and making observations.
Reflection and Tasks	• Clarity • Creativity	• Motivation and Perseverance. • Learning via experience	This activity is the first step in contributing to the practical evaluation of cover letters from a job application on a local website.

Training Session Supplies:

Markers, flipchart, foam board, colored sticky notes, paper clips, sticky notes

Duration of the Training Session: 60   min

Implementation plan

Access Card (15 min)

Ask each participant to post a message in their WhatsApp status and share it with others in the training group via Facebook. After reviewing all the participants› statements, choose three stats randomly and ask them what they liked about the letter they received.

Next, open a discussion with the participants and ask them which messages they liked and   why.

Then, compare a WhatsApp message and a cover letter in terms of achieving objectives and   attracting   attention.

Finally, ask the participants what they know about the cover letter and take three posts to   comment   on   them.

Understanding and Information (15 min)

A cover letter is an essential part of the job application process. It should include the following   components:

> The name and address of the company you›re applying to,
>
> The date of your message,
>
> The opening sentence should begin with «Honorable Mrs.» or the name of the department you›re applying to.
>
> In this article, we›ll discuss these components in detail.
>
> The closing sentence is «Sincerely.»

The rule of writing the opening sentence in the cover letter.

When writing the opening sentence, there are specific rules you need to follow. You should address the hiring manager by their full name and appropriate title, such as «Mr. Moh» or «Ms. Heba.»

When applying for various jobs or career opportunities, you must submit a cover letter or letter of interest along with your resume. This document serves several purposes, including:

Standing out from competitors: A cover letter is a chance to showcase your personality and skills and differentiate yourself from other applicants who may have similar resumes.

Expressing interest: Through your cover letter, you can explain why you are interested in the job and how your experiences and skills can contribute to the company›s goals.

Highlighting skills and experiences: The cover letter lets you focus on the skills and experiences that make you qualified for the job and provide real-life examples of how you apply them at work.

Showing your interest in the company: A well-written cover letter can demonstrate how you fit in with the company›s culture and goals, indicating your genuine interest in the position and the entity you are applying to.

Networking: A cover letter offers an opportunity to build a communication bridge between you and the employer, allowing you to ask additional questions or express your readiness for personal communication or an interview.

Directing interest: By highlighting the critical aspects of your CV and skills, the cover letter directs the reader›s attention to what you find essential.

Showing respect and interest: Tailoring your cover letter to a specific company shows your consideration and interest in the job and leaves a positive impression on the reader.

Overall, the cover letter plays a crucial role in the recruitment process. It shows respect and interest in the job and the company, making you a distinguished candidate and increasing your chances of success in obtaining the desired position.

Tips for a job application letter

• Be brief and precise in the letter and write it in an official form. Do not deviate from the topic, and do not mention personal matters.

• Write a letter that suits each job and do not make it fixed.

• Briefly state the reasons for your interest in the job while clarifying your knowledge of the organization

• Avoid exceeding four or five lines in the paragraph - do not repeat the CV, but refer to it.

• Review the letter and ask a colleague to help you.

When writing the content of their cover letter, participants should keep it brief and limit it to two or three paragraphs. The letter should demonstrate their interest in the job and highlight their relevant experiences and skills.

In the conclusion, participants should express gratitude to the reader and prompt a decision.

Practical Application (30 min)

Ask every participant to write a cover letter in either Arabic or English to a potential employer.

Afterward, divide the participants into pairs and encourage them to exchange messages of interest.

Each pair should select one cover letter and present it to the group. Proceed by asking the participants the following three questions:

What aspects of the message would you appreciate as a business owner and why?

In your opinion, how effectively was the letter›s purpose conveyed?

What steps can you take to improve your cover letter writing?

Finally, conclude the exercise by reviewing the comments on the cover letters and providing any suggested recommendations for development.

Reflection and Tasks (5 min)

At the end of the session, create a discussion by asking the following questions:

What difficulties do you face when writing a cover letter?

How can you overcome it?

Ask the participants to search for a job on the Jobs website, write a cover letter, and share it with the large group in the following meetings or via WhatsApp / Facebook.

Cover letter template in English

Name,

Address

Phone :

Dear, Mrs. Mr. /……,

City .

Date

Employment Application – Marketing Assistant

As a highly qualified professional with the experience and strong motivation to excel in marketing, I am applying for Work Marketing Assistant position you are currently advertising. My ability to follow the sales and social media management work make me a great candidate according to my work in marketing which depends on offline and digital marketing.

I have 8 years experience in marketing. I had a success works with national and international projects. Some of these projects had a huge sales and others had another objectives. The institutes that I had work with Mashareq, Dalia, Netstream, Palestine University and Business Women Forum. For more information about my experience and skills, please see the C.V attached.

Also my work in marketing has taught me how to work under pressure, and offering lots of work and favors without waiting anything, I used to be volunteer in many places for a long time under the purpose to acquire experiences. And it is important to say that I am a good learner.

With these qualifications, I am confident and I am an excellent match for the advertised for work Marketing Assistant. I am most eager to implement my recruiting, retention, and process-improvement experience with your organization. I am convinced it would be worthwhile for us to meet.

Yours sincerely,

Name …

Session 20: Preparing for Job Interviews

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Increase readiness to carry out an effective job interview

Determine methods of preparation and follow-up for job interviews

Practical application of virtual job interviews

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity • Reflection • Cooperation	• Develop ideas • Work together • Thinking and Reflection	This activity will encourage participants to share their previous experiences in job interviews to benefit from their expertise.
Understanding and Information	• Creativity • Clarity • Vision	• Opportunity Exploration • Adding value to Ideas. • Motivation and Perseverance • Setting objectives	In this activity, participants must know how to conduct job interviews, the most prominent questions, and how to deal with them.
Practical Application	• Cooperation • Clarity • Creativity	• Opportunity Exploration • Collaboration with Others • Motivation and perseverance • Resource Management • Imagination • Learning via experience • Developing ideas • Think strategically	Participants must live in the atmosphere of job interviews. The activity will rely mainly on the simulation method to refine the participants' skills to conduct interviews effectively.
Reflection and Tasks	• Clarity • Creativity	• Motivation and Perseverance. • Learning via experience	The reflection should emphasize the importance of preparing for interviews.

Training Session Supplies:

Markers, flipcharts, small rubber ball, foam board, colored sticky notes, paper clips, sticky notes.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Ball game and discussion

For this exercise, start by asking the participants if they have ever been to a job or any other interview,

Ask them to recall any «good» or «bad» behaviors they exhibited during that interview.

Introduce a rubber ball game with the following rules:

You will randomly throw the ball to a participant and ask them to recall either excellent or destructive behaviors.

The participant who catches the ball must quickly answer the question and then throw the ball back to you.

Note that it›s recommended to select only 4-3 participants for this game to ensure it takes little time.

After a few rounds of the game, ask the last participant to quickly recall their weaknesses, reminding the group that this question could soon be asked in a stressful interview.

Encourage participants to read the job advertisement carefully before the interview, as many interview questions are likely directly related to the job posting.

Finally, remind the group that knowing how to behave and respond effectively in an interview is essential for everyone and that this session is designed to focus on the practical aspects of interviews.

Understanding and Information (15 min)

When an employer conducts a stress interview, they intentionally put the applicant in an uncomfortable position to observe their reaction. These interviews are usually performed for job positions that require finding solutions to non-standard situations, handling nervous situations, and communicating with people.

Ask participants to provide examples of such jobs and their locations. For instance, jobs in call centers, customer service departments, returns departments, secretarial and office management positions, unit supervisors, senior administrative positions, etc.

Ask participants why employers use the "tension interview" approach. Reinforce their responses with the following points:

In a stressful interview, the employer wants to understand the applicant›s level of stress resistance and estimate their ability to manage their own emotions and the emotions of others, remain calm, and keep the situation under control.

Suppose an employee must be involved daily in customer, visitor, or subordinate disputes. In that case, the employer wants to be sure that the employee can defend the interests of the company or organization.

On the other hand, the employer wants to ensure that the employee has a sufficient level of stress resistance and will not suffer psychologically from depression and nervous breakdown.

Tell participants that techniques used in a stressful interview can range from making applicants wait a long time before starting the discussion, speaking in a rude tone, asking provocative questions, creating physically uncomfortable conditions (such as a chair squeaking), broken or too low and that the room is cold and crowded; or that the applicant's chair is placed in the corner of the room, away from the person conducting the interview).

Ask the participants about strategies for dealing with a stressful interview. To start the discussion, tell them to imagine they were asked a rude, unrelated question, for example: "Why did you wear this disgusting T-shirt? It looks ugly, and you look ugly in this T-shirt."

Reinforce participants› answers with the following (view and read the excerpt "Tips for a stressful interview)."

Expect a stressful interview if you want to apply for a job that involves stressful situations. It is easier to keep calm when you anticipate such a situation.

Maintain self-control and remain calm. Count to 3 before you respond, giving you time to calm down.

Refrain from arguing with the interviewer, especially if they are trying to downplay your experience, competencies, and abilities. Instead, ask specific questions like, «Where in my story did you realize I don›t have enough experience?» It›s helpful to imagine yourself playing a game.

If you are made to wait a long time, do not ask the secretary when it will start or complain. Instead, be patient and read from a book (bring one with you).

Finally, do not respond in a rude tone. For example, if you are asked about an «ugly T-shirt,» do not respond with «Your dress is even uglier.»

Let participants know that the employer may take a week or more to decide who to hire, and they should wait until the indicated time to follow up. If the employer informs you during the interview that they will make a hiring decision, call them on the day stated.

If your employer needs to indicate the day they decide, contact them the next day to determine when they expect to make the decision and follow up accordingly. If you are still looking for out when the employer will decide, it is usually acceptable to contact the employer within one week of the interview. If your employer has yet to settle after one week, continue checking once a week. Always be polite and calm when inquiring, even if the employer takes a long time to decide.

Share with participants what they should do if an employer offers them a job opportunity. Let the employer know how happy you are and accept the job offer immediately. If you need time to think about the proposal, let the employer know that you are interested and will respond to them the next day or shortly after that. Be sure to ask your employer any crucial questions, such as where, what day and time you will be working, whether you need to complete any paperwork, and the dress code.

Share with participants what to do if the employer says they are not accepted. Express your disappointment politely and ask the employer if they can share why you were not selected so you can improve your interviewing skills. Thank the employer for the feedback if they provide it, finish the conversation, and tell the employer you hope there will be another opportunity to interview them.

Finally, remind participants of some safety tips when interviewing people they don›t know. If you go to the interview alone, let someone else know where the discussion will be held and who the interviewer is. If you are asked to do something or answer an uncomfortable question during the interview, you have the right to refrain from answering the question.

Practical application (30 min)

At the start of the practical exercise, ask the participants to write their names on a small piece of paper along with the job title they aspire to have in the future.

Collect the papers in a basket or bag and randomly select one for a mock job interview.

After the interview, encourage the participants to share their feedback on what they liked about the interview and how it could be improved next time.

If time permits, repeat this process with new sets of names.

Apply binaries:

Divide the participants into two equal teams (10:10) or, depending on the number of the group, play the role of a mock interview

First team: employers

Second team: job seekers

In the training hall, distribute the tables branched and prepare them for job interviews, provided they contain a front and back chair.

Distribute the participants on the interview tables with good coordination of the interviews.

Ask participants to listen carefully as you explain the interview training process.

Each interview will last approximately five minutes.

Participants can choose their favorite jobs.

They will ask questions as if they were in an actual interview for the job.

They are showing an illustration of a list of meditation questions. Explain that after each interview, participants will answer the following questions.

Why are you seeking a new job?

Talk about yourself.

What do you know about this institution/company?

Is there anything that concerns you about this institution/company?

What do you know about the position you are applying for? What duties do you think are required for this job?

If you accept the job, how long do you intend to stay in this position?

Where do you see yourself in the next three years?

What salary are you seeking?

In your opinion, what does it take to be successful in an organization/company like this?

Why do you want to work with us?

What challenges do you think you will face in this job?

What problems do you think you will encounter in this job?

When do you expect to receive a new promotion?

How do you see this company in the future?

If offered this job, what factors determine whether you would accept?

This is a much larger company than anyone I›ve worked for. How do you feel about that?

This is a much smaller company than any other I›ve worked for. How do you feel about that?

What do you know about our products?

What other jobs have you held?

Give me a few reasons why I should hire you instead of anyone else.

Can you work with other people? Tell me about a time when you worked successfully in a team setting.

How will you get to work?

When can you start?

Do you have any questions for me?

When the interviews are over, ask the team of employers

Did you choose Job Seeker and why?

Ask the job seeker

Did you answer all the questions?

Are you satisfied with your performance during the interview?

Do you find yourself qualified for the job?

Be sure to confirm that the interviews are fake and more like the truth, considering the circumstances.

I prepare the participants for the atmosphere before, during, and after the interview by asking them to prepare for the interview, anticipate questions, research the employer, and so on.

Make the training hall suitable for conducting interviews by distributing tables and chairs as desks.

Rely on discussion and brainstorming methods in dialogue.

Reflection and Tasks (5 min)

At the end of the session, discuss by asking the following questions:

How can you prepare for a job interview?

What are your most prominent strengths that can make the interview successful?

What will you do in your first interview?

Ask participants to conduct virtual interviews with their friends to practice job interviews.

Session 21: Presentation Skills

Training Objectives:

At the end of the session, Participants will have the ability to:

Increase participants' skills in preparing and planning presentations.

Apply presentation skills in front of a large group

Learn the basic rules when making presentations.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity • Reflection	• Developing ideas • Opportunity Exploration • Thinking and reflection • Resource Management	This activity aims to encourage participants to acquire presentation skills.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Adding value to Ideas. • Motivation and Perseverance • Setting objectives	The activity encourages participants to demonstrate their presentation skills by learning about scientific foundations that will help them do so.
Practical Application	• Cooperation • Clarity • Creativity	• Opportunity Exploration • Collaboration with Others • Imagination • Learning via experience • Working together	The activity focuses on acquiring the skill through direct application by providing the opportunity for group work and interactive participation.
Reflection and Tasks	• Clarity • Creativity	• Motivation and Perseverance. • Learning via experience	The reflection must emphasize the importance of presentation skills in the participants' lives.

Training Session Supplies:

Flipchart, colored markers, colored sticky notes, and wide adhesive tape.

Duration of the Training Session: 90   min

Training session plan:

Access Card (15 min)

During the training session, ask the participants to select an item from the training hall that holds significant importance in their lives or represents an interest or feeling they have.

Ask them to showcase the item to the group and explain its importance through a presentation.

Ensure that the participants implement a variety of presentation styles within a limited time frame.

Once completed, inquire about the types of presentations the participants know or have seen before.

Additionally, inform the participants that this training session can help them improve their presentation skills.
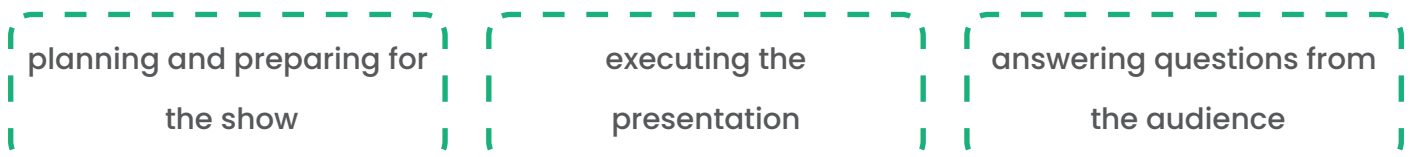
Understanding and information (30 min)

First, display the following definition of a presentation on the flipchart: «A presentation is an activity where one or more people use various means of illustration to present material to an interested audience, to inform, influence, or entertain them.»

Next, use the brainstorming technique to ask the participants: «What are the stages of an effective presentation?»

Add to their answers by explaining that the stages of an effective presentation include:

| planning and preparing for the show | executing the presentation | answering questions from the audience |

Divide the participants into five groups, labeled 1 to 5, and ask each group to brainstorm the basic rules that must be followed in the presentation according to its title. Each group must define roles within the group.

Group 1 - Visual Communication

Group 2 - Dress and appearance

Group 3 – Voice and body language

Group 4 – Visual aids

Group 5 - Prohibited items in presentations

Give the groups 7 minutes to discuss and prepare.

Ask the groups› speakers to give their presentations. Observe the speakers› presentation skills, but keep your focus and discussion centered on the content presented, and do not comment on the presentation skills.

You can use Appendices 1 to 5 to add to what was presented by the participants.

Practical application (35 min)

To ensure effective presentations, participants should know how to plan and prepare for the show, practice for display, and perform skills during the presentation.

Divide the participants into three groups using colored paper - green, red, and yellow. Give the green group the title "Planning and Preparing for the Presentation," the red group "Training and Practicing the Presentation," and the yellow group "Performance and Questions during the Presentation."

Ask each group to brainstorm their title to come up with the following:

What must the presenter consider to ensure the presentation is good (each group according to its title)? Then, write what was agreed upon by the group on Flipchart. Also, ask the groups to determine who will implement the presentation.

Allocate 10 minutes to each group to discuss and prepare their presentations.

Then, ask them to carry out their presentations, giving only 3 minutes per presentation, followed by discussion and questions.

After completing the presentation for each group, give feedback about the presenter's performance during the presentation- how they stood in front of the audience, use of body language, eye language, and interaction with the audience. Provide feedback about the contents of the group's worksheet.

Ask other participants if they want to add anything. Show the "Planning and Preparing for the Presentation" sheet, Appendix 6, to the participants and compare it with the first group›s presentation.

The second group begins by giving their presentation. Then, you share your comments about the participant's performance during the presentation - how they stood in front of the audience, their use of body language and eye language, their interaction with the audience, and the contents of the group›s worksheet.

Ask other participants if there is anything they want to add.

Show the previously prepared "Presentation training and practice" sheet, Appendix 7, to the participants and compare it with the presentation of the second group.

The third group begins by presenting their presentation, then give your comments About the performer's performance during the show - how they stand in front of the audience, use of body language, eye language, interaction with the audience, and the group's worksheet contents. Ask other participants if they want to add anything.

Show the "Performance and Questions during the Presentation" sheet, Appendix 8, to the participants and compare it with the presentation of the third group.

Reflection and Tasks (10 min)

1. Ask the trainees how to use the communication skills they learned in this training session to support their presentation skills.

2. Additionally,Ask them trainees to mention at least one point of knowledge they gained during the session that they can apply in future presentations.

3. Finally, encourage the trainees to practice their presentation skills by performing experimental presentations in front of their family and friends to boost their self-confidence and improve their presentation skills.

Appendix 1: Visual Communication

It is essential to maintain eye contact with everyone in the audience and not just a particular individual or group. Try to look directly into their eyes or at the third eye.

Avoid looking at the ceiling, the floor, or outside the room without any valid reason.

Also, refrain from frequently checking your watch and any rapid eye movements.

When making eye contact, do it naturally without exaggeration, as doing so will help with audience integration and interaction.

Always focus on the person you are speaking with and avoid getting distracted.

Appendix 2: Dress and External Appearance.

It›s essential to let your clothes reflect your personality while being appropriate for your age and appearance.

Avoid wearing clothes that are too tight or distracting. Make sure to have a diverse wardrobe.

Don›t roll up your sleeves or unbutton your shirt, as these movements can seem aggressive.

Try not to fidget with your clothes when interacting with others. Pay attention to your hair, making sure it›s clean and styled.

Also, ensure your clothes are clean, and your body and mouth don›t smell bad.

Keep your nails trimmed, and avoid wearing clothes with eye-catching metallic or decorative materials.

Appendix 3: Voice and body language

Please remember the following tips to improve your presentation skills:

Identify the type of pitch (high, middle, low) that works best for you and your presentation.

Emphasize and focus on the matters that need clarification to ensure your audience understands your message clearly.

Use a clear tone of voice and use devices like microphones if necessary.

Vary your voice according to the meaning and emotions you want to convey, such as astonishment, doubt, wondering, questioning, confusion, rejection, acceptance, satisfaction, pleasure, sadness, and pain.

Avoid motor actions like shaking your leg or snapping your fingers, and focus on solid movements such as moving forward, pulling your body, getting up from the chair, raising your hand, facing up, and raising your head to keep your audience engaged and interested.

Use hand movements to emphasize your message, but avoid restricted hand movements, exaggerated hand and arm movements, and putting your hands in your pockets.

Keep your hand movements higher than your waist, and avoid shaking your legs while communicating.

Stand straight and avoid affecting your stance. Ensure that your stance does not obstruct the view of the audience or some of them, and do not give your back to any part of the audience.

Focus on the information you collected for the interview, and do not focus on the details of the hall or who is in the gallery.

Appendix 4: Visual aids

☑ The flipchart must be neat and contain beautiful handwriting and colors.

☑ Stay away from the red color when writing complete sentences.

☑ Check the visual display devices or displays.

☑ Use drawings to express concepts.

☑ Stay away from ambiguous symbols.

Appendix 5: Prohibited items in the show

Materials that can be delivered as handouts

Large amounts of numbers, tables, and dense statistics.

Unconfirmed evidence or lengthy jokes

Chewing gum during the interview.

Complex or abstract concepts.

Using unknown people, places, and events as references.

Criticizing certain parties by name.

Appendix 6: "Planning and Preparing for the Presentation"

Planning
Who will you talk to?
Why are you going to talk to them?
How much time do you have?
What will you tell them?
Preparation
Prepare the presentation medium. (Flipboard – a computer with LCD, TV – etc.)
Prepare notes (pen tips and short sentences)
Why (why is this show fun?)
Methodology (what did you do)
Results (what did you find and what does it mean?)
Summary (what you want them to remember)
Use shapes and graphics.
Write clearly and legibly.
Use only black and dark blue colors to write on the flip chart.
Use colors to shade some meaningful sentences but in a controlled manner.
Keep the forms simple.
Use bold fonts and clear symbols.
Presented sequentially and gradually
In PowerPoint presentations, you can add:
Commit to allocating a minute or two for each slide.
Write a title slide (title, author, institution)
Avoid distracting background
Avoid inconsistent colors.
The number of words must not exceed 36 words per slide.

Appendix 7: "Presentation Training and Practice"

Practice the presentation more than once

Get feedback and benefit from it

Trust yourself and your information

Appendix 8: "Performance and Questions During the Presentation"

Performance

Use short and simple sentences

Avoid empty conversations and abbreviations - distracting from the main topic or using abbreviations in English that may be new to the audience.

Frequent use of the English language, which is not necessarily understandable to the audience.

Communicate with others through body language and eyes

Pay attention to the time

Explain the numbers

Point out important aspects

Give a clear and specific summary

Questions

Anticipate possible questions and prepare additional slides to answer them

Rephrase the questions

So that others can hear the question

To make sure you understand the question

To gain time while you think about the answer

If you do not know the answer, do the following:

Ask the audience

Say that you will research the topic

Session 22: Creating a Professional Profile on LinkedIn

Session objectives

At the end of the session, Participants will have the ability to:

Gain skills in using LinkedIn

Determine the skills required for employment via LinkedIn

Creating a professional profile on LinkedIn

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Reflection	• Developing ideas • Thinking and reflection	The activity reviews successful experiences of using LinkedIn to encourage participants to be interested in their presence on it.
Understanding and Information	• Creativity • Clarity • Vision	• Opportunity Exploration • Adding value to Ideas. • Motivation and Perseverance • Setting objectives	This activity encourages participants to create a profile on LinkedIn to build a professional network that helps them obtain job opportunities.
Practical Application	• Cooperation • Clarity • Creativity	• Opportunity Exploration • Motivation and Perseverance • Resource management • Learning via experience	Creating a profile on LinkedIn is considered an electronic CV. Participants need to realize the importance of being present in it.
Reflection and Tasks	• Clarity • Creativity • Reflection	• Exploration • Self-awareness and Self-Efficacy • Learning via experience • Effective Communication	encouraged to activate LinkedIn accounts and communicate with others in this activity.

Session Supplies

Markers, flipchart, foam board, colored sticky notes, laptops with internet access

Duration of the Training Session: 90   min

Training session plan:

Access Card (15 min)

Upon reviewing your LinkedIn profile as a trainer, it is evident that it plays a crucial role in opening up various professional opportunities, including job opportunities or external participation. Ensure that your profile is ready to showcase your experiences.

Ask participants to add their LinkedIn accounts to the group. If a participant has no account, give them 5 minutes to create one.

Review five strong LinkedIn accounts and explain their strengths and weaknesses.

Understanding and information (30 min)

Make sure that all participants› LinkedIn accounts are %100 complete by answering these questions

#	Questions	X /
	Do you have a professional username on your profile?	
	Do you have a professional image?	
	Do you have a clear job title?	
	Do you have a professional summary?	
	Do you have a university degree?	
	Is there documented practical experience?	
	Do you write about your volunteer experiences?	
	Do you have skills approved by your friends?	
	Do you write down the projects you worked on?	
	Do you have recommendations on your account?	

Explain the components of a LinkedIn profile in detail, as shown in the following table.

Job title	What is your current job?
Summary	Write BIO
Experience	What are your job experiences? Job name work tasks
Education	Qualification Specialization
Skills	Skills
Recommendations	Ask three clients you have worked with to write a recommendation praising working with you.
Projects	Mention the three most prominent projects you have worked on recently.
Awards	Mention the awards you have recently received.

Practical application (30 min)

Ask each participant to create a LinkedIn profile after explaining all the components, asking them to:

Make joint connection requests

Write professional recommendations to each other

Documentation of skills

Ask each participant to use resumeworded.com to evaluate the profile and get recommendations for improvement.

Invite participants to share the results in the training group

Open a discussion with the participants and ask:

Why do we get poor results?

Why did we not get results of 80% or above?

How do I develop my account?

What's the next step?

After observing the proposed recommendations, ask the participants to modify and attach the results again.

Ask the participants:

What did you do to make your score go up?

After the exercise, ask participants to invite 50 target clients to follow their accounts.

Ensure everyone has a LinkedIn account to ensure the success of the training by sharing links in the group.

Ask participants to support each other to improve the profile by writing recommendations and confirming each other's skills.

Ask participants to apply twice and evaluate the experience before and after.

Reflection and Tasks (5 min)

At the end of the session, discuss by asking the following questions:

How to get your first job through LinkedIn?

What content is best to post on LinkedIn?

Have participants build a network of followers on LinkedIn through invitations to connect with others.

Session 23: Filling out an Application Form and Training Grants

Training session objectives:

At the end of the session, Participants will have the ability to:

Understand and identify ways to obtain job opportunities online

Writing proposals for jobs

Understand how to pursue local and international grants and opportunities

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Developing ideas • Opportunity Exploration • Thinking and reflection • Identifying the needs	This activity aims to present ways to search for opportunities/grants. In this part, choosing appropriate opportunities according to the needs is warranted.
Understanding and Information	• Creativity • Clarity • Vision	• Opportunity Exploration • Adding value to Ideas. • Motivation and Perseverance • Setting objectives • Persuasion	In this activity, participants must understand how to choose appropriate opportunities and complete the required data convincingly.
Practical Application	• Clarity • Creativity	• Opportunity Exploration • Motivation and Perseverance • Resource management • Learning via experience • Learn how to learn • Developing ideas • Think strategically	choosing a global location.
Reflection and Tasks	• Creativity • Reflection	• Motivation and Perseverance • Learning via experience.	Encourage participants to apply what was learned in the session and share it with others.

Session Supplies

Markers, flipchart, foam board, colored sticky notes, laptops with internet access

Duration of the Training Session: 60   min

Implementation plan

Access Card (15 min)

Browse the most prominent local and international employment and scholarship sites, including:

Jobs.ps

for9a.com

Ask each participant to choose a job/grant from the nominated sites

Ask participants why they chose this job/grant. Choose 5 participants to answer the question

Provide feedback on how to obtain training opportunities.

Understanding and information (15min)

explain the purpose of the «Indeed» website, a job search engine that publishes job listings worldwide. Demonstrate how to search for job postings and describe the components of a typical job listing, such as the job requirements and conditions.

Guide refining a job search using specific keywords and location preferences.

Furthermore, provide instructions on applying for a job by reviewing a local job listing on the website. If no job opportunities are available, advise how to search for a job application form online and register for it.

Practical application (30 min)

Ask each participant to prepare an account and profile on the Indeed website.

Ask each participant to filter the search for desired jobs

Ask each participant to review the job posting and do an analysis

Ask participants about the results of the study and which position is appropriate to apply for

Ask the participant to fill out the employment application explaining each point

Help participants apply for jobs professionally

Reflection and Tasks (5 min)

At the end of the session, initiate a discussion by asking the following questions:

How can one analyze different job opportunities?

What skills are necessary for applying to jobs, scholarships, or other opportunities?

What will be your first step in applying for jobs through local employment websites?

Ask the participants to submit a grant application through the for9a.com website.

Session 24: Examining Labor Market

Training session objectives:

At the end of the session, Participants will have the ability to:

Be aware of the importance of keeping up with labor market information on their career path.

Determine the characteristics of the labor market in their area and the opportunities it currently offers.

Apply skills related to their labor market screening.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Vision • Reflection	• Developing ideas • Imagination • Thinking and reflection	This activity motivates participants to realize the importance of imagining their future jobs from scratch.
Understanding and Information	• Creativity • Clarity • Vision	• Opportunity Exploration • Adding value to Ideas. • Motivation and Perseverance • Setting objectives • Persuasion • Setting the needs	This activity aims to provide participants with skills that will help them examine and focus on market opportunities.
Practical Application	• Cooperation • Clarity • Creativity	• Opportunity Exploration • Collaboration with Others. • Motivation and Perseverance • Resource management • Imagination • Learning via experience • Learn how to learn • Developing ideas • Think strategically	Participants must live in the atmosphere of job interviews. The activity will rely mainly on the simulation method to refine the participants' skills to conduct interviews effectively.

Reflection and Tasks	• Creativity • Clarity	• Motivation and Perseverance • Learning via experience.	Reflection should emphasize learning skills to search for market opportunities.

Training Session Supplies:

Flipchart, colored markers, colored sticky notes, wide adhesive tape.

Duration of the Training Session: 60   min

Implementation plan

Access Card (15 min)

Please ask the participants if they have ever heard a child talking about what they want to be when they grow up. Take two or three answers.

Many children usually mention wanting to become engineers, doctors, astronauts, teachers, etc.

After that, ask when they started thinking about what they wanted to do when they got older. Take two or three answers and then ask if their career interests have changed.

As children, we are more connected to our dreams, desires, and fantasies than reality. However, as we grow up, we become more aware of the natural world and can analyze information in more detail. Some childhood dreams may persist, but we usually see them from another perspective.

Today, we will look at the job market›s reality, where our dreams will become goals linked to this reality.

Understanding and information (10 min)

It is crucial to have access to accurate information about the labor market of a particular region, which provides concise data on the most relevant supply and demand trends of the past few years. This information should also link the majors an educational institution offers to the job opportunities currently providing the best employment and growth prospects instead of less favorable job opportunities.

1. Career guidance: Examining the labor market helps you choose a career path that aligns with your skills and interests. By knowing what majors and jobs are in demand in your area, you can make informed decisions about your career field.

2. Identifying opportunities: Examining the labor market helps you identify current and prospects. You can prepare and develop your skills based on market needs to increase your chances of successful employment.

3. Competitiveness assessment: You can determine how to differentiate yourself and enhance your job opportunities by identifying your potential competitors and their skill levels.

4. Preparing for recruitment: Understanding labor market variables makes job search more effective. Knowing what employers are looking for allows you to tailor your resume and interview to meet their needs.

It is worth noting that labor market examination is not just a procedural step but an ongoing process. We must continuously follow and adapt to market changes to achieve sustainable professional success.

To better understand different economic sectors, it is recommended to form teams of participants in advance, with each team researching and presenting information about another industry to their colleagues.

Practical application (30 min)

Before starting the training session, prepare the attached questions on small pieces of paper.

Divide the large group into smaller groups of around 5 participants each.

Begin by giving an introduction highlighting that the labor market is constantly changing, and these changes can happen quickly. It is essential to learn about the options available now and how to develop skills that allow you to adapt to these changes in the future.

It is time to analyze your learning and think about your career goals critically.

You can use one of two methods to organize the group work. The first method involves assigning an economic sector for each group to analyze.

The second method involves analyzing global information and comparing different sectors.

During the group analysis, it is essential to consider the following factors:

Where are job opportunities more available?

What are the advantages and disadvantages of different jobs?

What are the quality and stable employment opportunities available?

Are there any discriminations between men and women in these professions?

What are the advantages of the discriminated group›s commitment to this profession? What skills or resources are needed to achieve this?

To conclude the activity, provide a space for reflection where the group can discuss the following questions:

What is needed to have better career development potential?

How can we stay informed about changes in the labor market?

Reflection and Tasks (10 min):

Individuals must stay current with the trends and happenings in the labor market, particularly when making significant career decisions. You can help them by asking the following questions:

What steps can you take to stay informed about job opportunities in your local area?

Name three trustworthy sources of information that you have access to.

Ask all participants to create a list of potential career opportunities they would like to pursue and share it with the group.

Station IV: Looking for Work and Training Opportunities

Session 25: Career Planning

Objectives of the training session:

At the end of the session, Participants will have the ability to:

- Help participants self-evaluate and identify their skills, abilities, and interests.

- Enhance participants' skills in developing their intelligent career goals.

- Support participants in developing their career plans.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Clarity • Real World • Value Creation	• Vision • Adding value to ideas • Planning and Management • Opportunity Exploration • Self-awareness and Self-Efficacy.	This introductory activity aims to make participants realize the importance of writing down their career goals in a transparent way.
Understanding and Information	• Reflection • Real World	• Self-awareness and Self-Efficacy • Motivation and perseverance. • Mobilizing the Efforts of others • Identify your strengths and weaknesses • Taking the lead.	This activity supports participants to link their interests and abilities to their professional goals.
Practical Application	• Reflection • Creativity • Real world • Value Creation	• Vision • Mobilizing the efforts of others. • Effective Communication • Learning via experience • Identify your strengths and weaknesses • Taking the lead	participants not delaying work on their professional goals because working on them today means reaching a high professional level early.

Reflection and Tasks	• Reflection • Real World	• Self-awareness and Self-Efficacy • Identify your strengths and weaknesses • Ethical and sustainable thinking	Reflection should emphasize what has been learned and the evidence for that learning.

Training Session Supplies:

Pens, white A4 paper, colored markers, flipchart, flipchart paper, wide adhesive tape.

Duration of the Training Session: 60   min

Implementation plan

Access Card (10 min)

At the start of the session, asking participants a few questions is recommended to initiate a group dialogue. These questions may include:

What distinguishes searching for a job from planning to get one?

What does a career plan entail?

What job title are you aiming to achieve?

Which organization or industry are you interested in working for?

Understanding and information (10 min)

Explain the critical information related to the concept of career planning.

Career planning is a lifelong process that focuses on making informed choices to help you manage your work and personal life in a better way.

Good career planning requires you to have complete information about yourself, the job opportunities available in the market, and a good understanding of your skills, abilities, and interests.

It is essential to have a SMART goal that can help you create a measurable and achievable plan to achieve the job or career you aspire to.

Career planning encourages you to explore and gather information to develop competencies and make appropriate decisions.

At the start of the session, inform the participants that we will connect their interests and abilities with their respective professional plans.

Ask them to take a white paper and a pen and instruct them to create three columns on the form labeled «My Interests,» «Abilities,» and «Skills.» They must fill out all the columns completely. You can provide them with the following questions to assist them:

My interests: What do I enjoy reading, thinking, and doing in my leisure time? What makes me happy, and what job would I like to have if given a choice?

My abilities: What are my strengths and talents? What can I learn quickly? Do I have a good experience with music, animals, numbers, machines, solving problems, helping people, or anything else?

My Skills: What did I learn in school, at home, and from other jobs? What equipment do I know how to operate or use? What special training did I receive?

Once participants identify their most critical interests, abilities, and skills, we move on to the second part of the exercise:

Ask participants to write down their vision or what they aspire to become.

Encourage participants to write down how they plan to achieve it.

Use the SMART goal-setting approach to help participants determine how they can accomplish their dreams.

To attain their vision, participants must develop SMART goals:

1. Example

«I will secure a job as a high school math teacher within six months after completing my Bachelor›s in Education.

Specific: The objective of becoming a high school math teacher is clearly defined.

Measurable: Success can be measured by the number of job applications, interviews, and offers received.

Attainable/Achievable: The goal setter has the appropriate degree required for the job.

Realistic: The goal-setter plans to obtain a job after graduation.

Time-bound: The goal-setter has set a deadline to achieve the objective within six months of graduation.

2. Example

«I will earn a promotion to the position of Customer Service Representative by completing the required training modules within nine months and applying for the job at the beginning of the new year.

Specific: The goal is to obtain a promotion to the position of Customer Service Representative.

Measurable: Success can be measured by completing the necessary training modules and receiving the promotion.

Attainable: The goal-setter will complete the training required for the promotion.

Realistic: The goal setter plans to apply for a promotion after completing the training.

Time-bound: The goal-setter has set a deadline to achieve the objective at the beginning of the new year.

Explain to the participants that SMART goals help them succeed and move forward. Although challenging, using a smart framework can provide a solid foundation before beginning.

1. Ask the participants to write their goals in one sentence

2. share them with the group.

3. Provide feedback and advice to each participant on how to achieve their goals effectively and intelligently.

Reflection and Tasks (10 min)

it›s essential to encourage participants to reflect on the details of the training and its significance, especially about their skills and abilities. They should focus on writing a professional goal and linking it to the specific skills and abilities that they can achieve.

After that, ask the participants to select three family members or friends. Motivate them to pose the following questions to the selected individuals:

- Have you made plans for your professional future? If yes, how have these plans helped you in your professional life? If not, why haven›t you planned for your professional future??

Session 26: Analysis of Job Offers

Training session objectives:

At the end of the session, Participants will have the ability to:

Analyze postings for different jobs.

Practice job analysis by reading the posting well.

Match skills, qualifications, and experience and know what is missing.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Clarity • Real World	• Self-awareness and Self-Efficacy • Learning via experience • Identify your strengths and weaknesses • Coping with ambiguity and uncertainty.	This introductory activity aims to make participants realize the importance of writing down their career goals in a transparent way.
Understanding and Information	• Clarity • Real World	• Vision • Adding value to Ideas • Self-awareness and Self-Efficacy	This activity aims to help participants understand the significance of conducting job analysis.
Practical Application	• Reflection • Clarity • Creativity • Cooperation • Real world	• Opportunity Exploration • Self-awareness and Self-Efficacy • Learning via experience • Identify your strengths and weaknesses • Taking the lead	The trainer needs to provide job simulations relevant to the participants' specializations for practical job analysis.
Reflection and Tasks	• Reflection • Real World	• Motivation and perseverance • Effective Communication • Learning via experience	Reflection should focus on demonstrating what has been learned and providing evidence.

Training Session Supplies:

Pens, white A4 paper, colored markers, flipchart paper, a series of job listings tailored to participant expertise, wide adhesive tapes, and regular sticky notes.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Before the training session, the trainer showed a job posting on a job search platform and quizzed the participants. The questions asked are:

Why is it essential to analyze job advertisements before applying for a job?

Have you analyzed a job posting before applying?

Do you know the essential components of a job posting?

Understanding and information: (15 min)

The trainer presented essential information about job analysis.

He should highlight that it involves deeply understanding the job title, the required tasks, and the company or organization you wish to apply for.

Job seekers can benefit from job analysis to improve their job market presentation. Here are some essential facts and information about the process:

1. **Definition of job analysis for the job seeker:** Conducting job analysis can help job seekers improve their job market presentation.

2. **Job analysis is crucial for job seekers as it helps them understand the labor market›s** requirements and available career trends. It also enables them to make informed decisions when choosing the right job.

3. **The components of job analysis for job seekers** include identifying the tasks, duties, and responsibilities expected in different jobs, determining the required skills and qualifications, and searching for appropriate professional opportunities.

4. **Job analysis methods:** Job seekers can use multiple sources to obtain information about jobs, such as searching online, reading job descriptions, participating in interviews with professionals in the field, and communicating with professional groups.

5. Job analysis information: it can enhance a job seeker›s resume and customize it according to the job market›s needs.

6. Job analysis and professional decisions: it helps job seekers make informed decisions about choosing their career path and identifying jobs appropriate for their skills and interests.

7. Social networks: Job seekers can use social networks to talk to people with similar experiences and inquire about job requirements and opportunities.

8. job analysis and career development: it can be used to develop career path plans for job seekers and determine the next steps in their career path.

Practical application (45 min)

As a trainer, it is essential to be aware of the educational background of each participant in your group before starting the practical application.

You can prepare a set of local job postings that match the educational backgrounds of the participants. Examples of job postings can be found on websites such as jobs.ps or other local job search engines.

> Distribute these postings to each participant individually
>
> Ask them to read them carefully.
>
> Then, distribute a job analysis form to each participant and ask them to fill it out.

Job posting analysis template

In the first column, you can write about the skills, concepts, and descriptions mentioned in the job postings.

In the second column, you can list your resume experiences demonstrating your ability to understand, implement, and confirm your abilities about these skills, concepts, and descriptions. For instance, if the job requires skills in statistical analysis software, you can mention your experience in statistical analysis for research and studies while working for a student services center in the second column.

Important Notes:

The entries in the second column can differ from those in the first.

You don›t have to include every work experience in this table.

You can put multiple sources in the second column to support your capabilities.

Add or remove rows as needed.

Proof of your ability from your available CV	Skills and concepts from job postings
I worked at the Hanin Center for Student Services for a year in statistical analysis.	Ability to perform statistical analysis

How does the table help analysis?

The table is helpful for analysis because it helps compare information in two columns. Which skills, concepts, and job descriptions in the job postings have no evidence in your available resume?

Which skills, concepts, and job descriptions in your job postings reflect some evidence from your available resume?

Apart from the skills, concepts, and job descriptions mentioned in job postings, what other skills, concepts, and job descriptions are essential for statistical analysts?

After completing the analysis, invite participants who wish to present their findings and provide constructive feedback.

Reflection and Tasks (15 min)

Ask Participants to take a moment to contemplate the importance of conducting a comprehensive job analysis before submitting any employment applications. This crucial process can help identify personal and professional strengths and weaknesses and provide a practical guide to develop oneself accordingly.

During the training, participants will apply the knowledge acquired during the job analysis in practical exercises. They will develop a plan to improve their areas of weakness and enhance their strengths.

Encourage participants to share at least one analysis with the large group during the upcoming training days or through social media to enhance their shared understanding of job analysis and benefit their career development.

Session 27: How Can You Find a Job?

session objectives:

At the end of the session, Participants will have the ability to:

Master the job search that matches the skills and abilities of the participants.

Apply the steps that must be taken to carry out the analysis and matching process with their qualifications and skills.

Ability to use the BLAN form in your job search.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Clarity • Real World	• Self-awareness and Self-Efficacy • Learning via experience • Identify your strengths and weaknesses.	This activity aims to understand the extent of participants' previous experience in searching for jobs.
Understanding and Information	• Clarity • Reflection	• Vision • Adding value to Ideas • Self-awareness and Self-Efficacy	This activity supports participants to learn about the reality of searching for jobs.
Practical Application	• Reflection • Cooperation • Real world	• Opportunity Exploration • Self-awareness and Self-Efficacy • Learning via experience • Identify your strengths and weaknesses • Effective Communication	For the participants to apply job analysis realistically, the trainer must bring jobs that simulate the participants' specializations.
Reflection and Tasks	• Reflection • Real World	• Motivation and perseverance • Effective Communication • Learning via experience	For the participants to apply job analysis realistically, the trainer must bring jobs that simulate the participants' specializations.

Training Session Supplies:

Pens, cards, flipchart paper, colored markers, wide adhesive tape, A4 white paper, and sticky   notes.

Duration of the Training Session: 90   min

Implementation plan

Access Card (10 min)

Conduct a brainstorming by asking the participants several questions:

What method can be used to search for a job?

What are the most important sites through which you search for jobs?

What forms can be used in a job search?

Understanding and information: (15 min)

In this section, we will discuss some essential information about the job search process:

Nowadays, most job seekers use the Internet to find a job. They typically rely on search engines, employment websites, or social media platforms to do this.

Applying for jobs involves submitting a CV and a letter of interest, followed by waiting for an email or phone call from the employer to schedule an initial interview.

Finding a job that matches your skills, experience, and goals requires effort and skill. Job searching involves more than just submitting applications. It requires knowing where and how to find job openings matching your qualifications.

Practical application: (45 min)

Divide the participants into four groups, each consisting of four or five people. The number of people depends on the size of the original large group.

Next, explain the method of mind maps to the participants. Mind maps are a modern way of expressing ideas through diagrams combining writing, symbols, pictures, and colors. These diagrams link words to images and connect meanings.

Ensuring the participants know where to search for potential job opportunities is crucial.

Each group should receive a large sheet of paper, sticky notes, and crayons to create their presentation. Ask each group to present their ideas, discuss them, and repeat the process with the remaining groups.

Once each group has presented its job search plan, gather feedback from the other groups to expand their understanding of job searching.

It›s essential to remember that the third stage sessions will help prepare individuals for entering the labor market. These sessions include:

> Creating a professional document.
>
> Creating a Resume.
>
> Writing a cover letter.
>
> Get ready for your job interview.
>
> Examination of the labor market.

After presenting the mind maps, ask the groups to switch roles while staying in their divisions.

The next step is to write the word «PLAN» in the center of the flip chart paper. Then, explain that PLAN is a job search model that helps to regulate behavior and increase discipline. The «PLAN» model comprises four strategies represented by the abbreviations P, L, A, and N. P stands for Preparation, L for Learning, A for Acting effectively, and N for Networking. By following this plan, you can make progress toward your career goals.

Reflection and Tasks (20 min)

Invite the participants to reflect on the session and pose the following questions.:

What are the most challenging steps in the job search process?

How can your network of relationships help you in your job search?

Participants should create their mind maps and share them with the group in upcoming meetings or via social media.

Session 28: Understanding and Analyzing the Labor Market

Objectives of the training session:

At the end of the session, Participants will have the ability to:

Analyze whether their current fields of study align with the demands of the labor market.

One should be able to expand their skills and explore new career paths that align with the job market.

Determine the most desired and realistic job based on the current needs of the labor market.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection	• Self-awareness and Self-Efficacy • Coping with ambiguity and uncertainty	This activity aims to measure participants' ability to recognize the functions and requirements of future employment.
Understanding and Information	• Real world • Clarity • Cooperation	• Vision • Opportunity Exploration • Adding value to ideas • Self-awareness and Self-Efficacy	The critical factor in this topic is the participants' capacity to comprehend employers' thought processes.
Practical Application	• Reflection • Clarity • Cooperation • Real world	• Learning via experience • Determining your strengths and weaknesses • Taking the lead • Self-awareness and Self-Efficacy • Effective communication and teamwork	The exercise aims to differentiate labor market sectors and highlight inspiring real-life stories.
Reflection and Tasks	• Reflection • Real World	• Learning via experience • Motivation and Perseverance • Effective communication	When transferring training from the training hall to the real world, it's essential to consider how it relates to surrounding experiences.

Training Session Supplies:

Pens, cards, flipchart paper, colored markers, wide adhesive tape, A4 white paper, colored notes, music player, and headphones.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

You can ask the participants to close their eyes and play soothing music during the session.

Then, proceed to ask the following questions:

What are the most essential jobs for the future?

Which jobs are currently in demand in the local market?

Do the participants have the necessary qualifications to compete for these jobs?

Are the participants able to analyze the job market and its needs?

At the conclusion of the session, the participants will evaluate their self-answers regarding the labor market analysis.

Explain that this session is connected to capacity-setting, market examination, and how to find work sessions in other stations.

Understanding and Information (20 min)

Divide all participants into two large groups

Instruct each group to select a facilitator and a speaker.

Ask the first group to discuss and analyze the desired qualities of new graduates as perceived by employers,

Ask the second group to examine what new graduates seek in the job market.

Afterward, ask each group to share the key points that emerged during their discussion.

Provide feedback on the requests made by both groups.

Understanding employers› mindsets and preferences is crucial to analyzing the labor market effectively.

Another critical strategy is to gain a competitive advantage by understanding what job seekers seek.

Practical application (45 min)

Share authentic stories about your professional journey and how you used labor market analysis strategies. You can also provide examples of young individuals with similar abilities and specializations in the same area as your group. Additionally, consider using the following criteria of two young women from the Ramallah area who were able to shift their career paths after analyzing and understanding the actual requirements of the labor market in their region.

Example 1: A girl who studied food processing three years ago found no job opportunities. After receiving advice from friends and observing the job market, she decided to switch her studies to nursing. This decision led to full-time employment in a hospital in Ramallah.

Example 2: A woman with an accounting degree used to work as an accountant for a non-governmental organization. However, she had limited income because she worked on contracts and was always at risk of losing her job. She had a passion for beautifying her friends, especially with her talent in hairdressing. She decided to pursue her interest and attended the Family Recovery College, where she earned a degree in hairdressing about five years ago. Today, she owns one of the most prosperous hairdressing salons in Ramallah.

It is essential to inform participants that identifying market needs can lead to new opportunities. It is then necessary to create professional plans to address those needs, considering young people›s skills and abilities.

After sharing personal stories and discussing their realities, divide the group into three smaller groups. Ask the groups to establish specific roles for each member within their respective groups.

Then, have the groups analyze various businesses using personal and colleague experiences and the Internet.

Finally, write the following titles on a separate flipchart sheet and give one sheet to each group.

The first sheet is entitled: Private Sectors

The second sheet is entitled: The Government Sector

The third sheet is entitled: The Non-profit Institutions sector

Ask the groups to list the advantages and disadvantages of working in the industry mentioned in the title.

Ask each group to present their analysis of title-related statistics using published reports or giving opportunities needed within a year.

Provide feedback on each group›s presentation and receive feedback on each sector from other groups.

Reflection and Tasks (10 min)

Participants should be asked to describe how this session helped them analyze the market and identify potential opportunities.

Participants should provide personal examples of switching careers based on labor market needs.

Session 29: My Network

Session objectives:

At the end of the session, Participants will have the ability to:

Introducing participants to the concept of networking and its importance

Building the networking skills of the participants

Enhance participants' knowledge about networking tools and using social media to find jobs

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Creativity	• Creativity • Motivation and Perseverance	Introduce participants to basic information related to building a network of relationships.
Understanding and Information	• Reflection • Clarity • The Real World • Value Creation	• Opportunity Exploration • Vision • Mobilizing the Efforts of others • Determining your strengths and weaknesses	The ability of participants to understand the network of unique relationships surrounding them and realize their importance in the labor market later.
Practical Application	• Cooperation	• Learning via experience • Determining your strengths and weaknesses • Taking the lead • Self-awareness and Self-Efficacy • Effective communication and teamwork.	The goal of the exercise is for participants to apply self-marketing skills in an unconventional manner creatively.
Reflection and Tasks	• Reflection • The Real World	• Learning via experience • Motivation and Perseverance • Effective communication	I benefited from what was taken in the training hall and applied it practically in the surrounding environment.

Training Session Supplies:

Pens, flipchart paper, colored markers, wide adhesive tape, A4 white paper, colored sticky notes, wool thread, projector, headphones, and the attached video link:

https://www.youtube.com/watch?time_continue=54&v=BWMmZ40R3x4&feature=emb_logo

Duration of the Training Session: 60   min

Implementation plan

Access Card (10 min)

Inform the participants that a short video will be shown and discussed after the training session.

You can access the video by using the link provided. Once the video is shown, lead a discussion with the participants using the following questions:

What is the main lesson in the video?

What are the things you liked and didn›t like about it?

What strategies were followed to build a network?

Additionally, let the participants know that today›s session will focus on building a network of relationships.

Understanding and information (10 min)

During a group brainstorming session, ask participants about the types of support they require as job seekers.

Support can be of various forms, such as advice, emotional and technical support, advertising, financial assistance, attentive listening, and help during times of stress.

To maintain confidentiality, Ask group members to share which labels require support instead of revealing names. Afterward, create a list of available support types on a board or ask a volunteer to handle this task. These support types include mentor, family member, spouse/partner, friend, coach, manager, experienced person, financially stable person, artist/tech expert/lawyer, and well-connected person.

While some people offer free support or advice, others receive payment for their services. All of them work together to provide support.

Encourage each person to list individuals who can support them in the abovementioned area. For each person on the list, write down the types of support they can provide.

Once everyone has finished writing their papers, invite several participants to share the most significant outcomes they achieved.

Please note that it is essential to inform participants that they can only receive network support if they actively seek it out.

Practical application (40 min)

Ask Participants to stand in a closed circle.

Begin by holding the ball of wool and ask someone to tie the end of the thread. Introduce yourself using your preferred title or any social title you identify with. Then, explain that you want to connect with stakeholders for employment opportunities. Share the most valuable skills and experiences that you enjoy, and express your desire to communicate with interested parties for mutual benefit.

When the participant finishes telling the job seeker›s story, pass the ball of wool to another participant in the closed circle, keeping the end of the string intact. The receiving participant must then choose a role or title the job seeker may require and offer assistance. The ball is then passed to another participant, ensuring that each participant holds part of the chain before passing it on. This exercise continues until everyone has chosen a role or relationship within the framework of functional support, and each participant holds the end of the chain.

As participants become connected by holding each part of the string, the trainer requests that they pull it toward their bodies and observe how it represents the network of relationships. This type of networking demonstrates lines of communication and cooperation between parties in the future.

Finally, the trainer emphasizes building relationships and cooperation as essential for professional outcomes. These elements lead to achieving strengths and, ultimately, goals.

Reflection and questions (10 min)

Encourage participants to ask questions related to this topic.

Also, ask participants to complete an exercise at home where they research and discover various methods to build a network of relationships. Then, during our next meeting or through social media, each participant can present at least one effective way to develop a network of relationships.

Session 30: Identifying Training Opportunities

Session objectives:

At the end of the session, Participants will have the ability to:

Participants realize the importance of identifying their training opportunities.

The ability to classify available training opportunities.

Participants own the behaviors and rules related to training in the work environment.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• The Real World • Value creation	• Creativity • Adding value to ideas • Motivation and Perseverance	Participants must gain practical experience in accessing their training opportunities.
Understanding and Information	• Reflection • The Real World • Cooperation	• Motivation and Perseverance • Effective communication • Learning via Experience • Taking the lead • Coping with ambiguity and Uncertainty	Participants should be able to comprehend all the details about self-marketing.
Practical Application	• Reflection • Cooperation • The Real World • Value Creation	• Learning via experience • Determining your strengths and weaknesses • Taking the lead • Self-awareness and Self-Efficacy • Effective communication and teamwork.	This exercise aims to enable participants to utilize their skills to discover training opportunities that align with their expertise innovatively and unconventionally.
Reflection and Tasks	• Reflection • The Real World	• Learning via experience • Motivation and Perseverance • Effective communication	Compare the training contents with the surrounding experiences and the natural world and transfer the activity from the training hall outside the training hall.

Training Session Supplies:

Pens, flipchart paper, colored markers, wide adhesive tape, A4 white paper, colored notes, and a copy of Asmaa Riyad›s story.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Consider the following scenario:

Asmaa Riyad is a Faculty of Business Administration graduate at An-Najah National University. During her fourth year, Asmaa participated in various volunteer and community activities, which helped her develop numerous skills and capabilities. After graduation, she searched for training opportunities in her hometown of Jenin and secured a three-month training placement in an office specializing in general trade, import, and export. During this time, Asmaa demonstrated her ability to complete tasks quickly and accurately.

Upon completing her training, the office manager was impressed with Asmaa›s work and expressed interest in hiring her permanently.?

Advertise a job vacancy and hire someone other than Asmaa.

Meet with Asmaa and negotiate for her to fill the vacancy.

Find a new trainee and begin a new training process.

The best action for the employer would be to negotiate with Asmaa and offer her the position. Asmaa is familiar with the office and its tasks, and the manager has witnessed her perform well. Hiring Asmaa will save the manager the time and effort to search for, hire, and train a new employee.

Understanding and Information (15 min)

Please introduce the participants to different types of work training using the theoretical framework   attached.

On-the-job training can take various forms, from basic introductions to the organization›s policies, procedures, and communication networks to comprehensive skill-building that enables trainees to perform job tasks effectively. Providing on-the-job training can help employers improve employee performance, reduce errors, and foster a positive work environment.

To facilitate a productive discussion, divide the participants into small groups using the counting technique from 1 to 4.

Within each group, define roles and discuss the importance of training during and after studies.

After seven minutes, engage in circular brainstorming, taking two points from each group›s output until all inputs have been addressed.

Additionally, consider the following benefits of training:

technical skills development,

life skills development

improved personal behaviors

understanding of the work environment

building relationships and expanding knowledge networks.

Finally, training can increase employment opportunities.

Practical Application (50 min)

To ensure everyone has an equal chance to participate, divide attendees into four groups.

Where can I find an internship?

The most important behaviors and rules that must be followed when starting practical training.

Strategies for searching for a training opportunity?

The methods must be followed to convert the training opportunity into a job opportunity.

Each group can use internet search engines to come up with search strategies.

The groups should summarize their key points on a flip chart. I›ll be monitoring each group›s progress and will assist by highlighting key points wherever necessary.

After the allocated time, each group will present their findings. I encourage other groups to provide feedback and contribute to the discussion.

Reflection and Tasks (20 min)

It is crucial to emphasize the significance of practical training for job seekers in their respective fields of study.

Such training plays an essential role in entering the labor market and enhancing practical experience related to the field of study.

Participants should feel free to ask questions and provide feedback. Any inquiries or questions will be addressed during the session.

Furthermore, it is advisable to encourage participants to create a list of companies, institutions, government agencies, laboratories, and offices that offer training opportunities.

They can then develop a plan to contact these entities and explore potential training opportunities.

Station V: On-The-Job Skills

Session 31: Working Within a Professional Team

Session objectives

At the end of the session, Participants will have the ability to:

Develop team-building skills within the workplace

Acquire skills to work successfully within a team

Learn coping strategies in work teams

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • Reflection • Clarity	• Opportunity Exploration • One team • Working together • Motivation and Perseverance • Collaboration with Others	This activity aims to highlight the significance of teamwork in professional teamwork.
Understanding and Information	• Creativity • Cooperation • Reflection	• Opportunity Exploration • One team • Working together • Motivation and Perseverance • Effective Communication • Coping with ambiguity • Collaboration with Others	This activity aims to provide participants with a clear understanding of the different stages of forming teamwork and how to approach each stage.

Practical Application	• Creativity • Cooperation • Value Creation • Clarity	• Opportunity Exploration • Self-awareness and Self-Efficacy • Adding value to ideas • Collaboration with Others • Taking the lead • Learning via Experience	This activity has the potential to be a pivotal moment in skill development as it showcases the practical application of work skills within a professional team.
Reflection and Tasks	• Creativity • Cooperation • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Learning via Experience	This part aims to achieve learning from the activity through practical application and practicing professionally working within a professional team.

Training Session Supplies:

Markers, flipchart paper, wide adhesive tape, A4 white paper.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Inform the participants that they will participate in a river crossing activity.

To create a river, mark the two banks using a rope and make it wide enough to pose a challenge for the group to cross (approximately 1 meter). Distribute the cardboard squares, ensuring every two participants receive one piece.

Explain to the participants that the activity aims for all team members to cross the river safely. To achieve this, they must follow some rules, including:

Everyone should be present at the river before any crossing attempts. This is to ensure everyone›s immediate participation.

Participants are not allowed to touch the water/grass and must use rafts (cardboard) to cross.

The water contains predatory fish; if anyone loses their balance and touches the ground, the fish will attack; the same applies to the feet.

If someone falls from the raft, the exercise is over. This is a group exercise. The entire team must continue using the slogan «Start with the team and end with the team.»

It would be best if you did not rush or slide to reach the other bank, and the rafts must always be in contact with at least one person to prevent being swept away by the current.

The participants have twelve minutes to complete the activity, during which you should monitor their safety. If someone wants to put their hands behind their back, not use their feet, or if the entire team must return to the starting point, please announce it.

Remove any cardboard boxes swept away by the current. If participants slip out of the raft and leave some rafts scattered without contact, you should collect them. Once the first group reaches the other side of the river, immediately encourage them.

After completing the activity, ask the participants the following questions:

What happened during the process? What went well, and what hindered the operation›s success?

What were the individual roles played by each member, and were they satisfied with their roles?

Who knew the crossing process and did not, and how did they communicate the plans to the group members?

What do the different aspects of the exercise represent in your group, including the squares, river, loss of yards, facilitator, etc.?

How did you feel when some people crossed the river and left some of you behind?

Understanding and information (15 min)

First, explain the stages of team building using the following image:

High teamperformance, productive quality	Stage of performance	Stage of formation	Acquaintance, goals, procedures, roles
Rules of action, commitment, cohesion, groupthink	Standard stage	Stage of Brainstorming	Differences, competition, controversy, conflict

Explain the different stages of team building as follows:

Stage 1: Forming.

Although some may view it as unimportant, it is crucial to the team›s development and should not be ignored to move to the next stage because you do not feel your contribution to the completion of the project. But the reality is that it is a critical stage and must be part of the team›s development stages.

Characteristics

During this stage, team members get to know one another through workshop activities that break down barriers and build strong bonds between team members.

The team is trying to understand the task or project it will undertake

They also try to understand the task and determine roles within the group. What tasks are appropriate for the other members? For example, who is the team leader?

The team sets some rules according to which the team will work.

Stage 2: Storming

It is often the most challenging and decisive stage in team development. During this stage, some teams disintegrate, while others struggle for considerable time. However, intelligent teams can overcome this stage and even benefit from it by developing the team.

Characteristics

When the date set for the first mission approaches, psychological pressure will begin on the members and cause the kindness and politeness in conversation and speech between the members to disappear.

Differences of opinion will emerge on some tasks, and some members will defend their beliefs vigorously.

Most discussions focus on the team›s rules, regulations, and assigned roles.

Team productivity may not improve during this stage.

Stage 3: Performance

Characteristics

The team›s personality emerges, and most member differences have been resolved.

The team agrees on work methods among the members and their required tasks (team Roles).

The team agrees on their understanding of the task and how they will accomplish it.

Productivity begins to show.

Stage 4: Standardization

Characteristics

The team focuses on the task or project required.

Each team member knows how to work with the others and understands how the team operates.

The team is in a solid position to face and solve problems

Productivity grows towards the end goal of the project.

Building a solid team is essential for the success of any organization or company. Here are some reasons why it›s crucial to have a cohesive and efficient team:

1. **Encourages cooperation:** A strong team fosters collaboration among its members, which helps achieve organizational goals more effectively. Trust and understanding between team members enhance their ability to work together.

2. **Boosting creativity and innovation:** When people collaborate in a supportive and stimulating environment, they exchange ideas, opinions, and experiences. This can lead to new ideas and creative solutions to challenges.

3. **Increasing productivity:** Strong teams work more efficiently as members share burdens and work together to achieve project or organizational goals more quickly and with better quality.

4. **Promoting balance:** Cohesive work teams can effectively deal with challenges and solve problems faster, which helps avoid crises and project delays.

5. **Motivating employees:** When team members feel valued and respected, they are more willing to commit and contribute to the organization›s success.

6. **Improving the organization›s/company›s reputation:** Strong work teams build a good reputation, provide high-quality products or services, and achieve positive results.

7. **Crisis management:** In the event of an unexpected challenge, a strong work team can handle the situation better and look for quick and effective solutions.

Practical application (40 min)

Divide participants into groups of 5-4 people and ask them to imagine starting a hypothetical company.

Have them use the abovementioned team building model indicated in the understanding and information section.

Give them 10 min for preparation and discussion.

Ask each group to make presentations.

Make a dialogue about the roles of each person in the team; for example, what is the part of the idea creator, financer, and marketer?

Ask how working alone can affect the achievement of a company›s goals.

Ask the participants about their opinions about working within a professional team and the characteristics of effective teams, and remind them of the stages of team formation.

Reflection and Tasks (15 min)

At the end of the session, have a discussion and ask the following questions:

What makes a successful professional team?

How can I become an influential team member?

Am I ready for teamwork?

Have them write down the names of the ideal teamwork for their virtual companies. They should be formed from the group members. Tell them to share their writings in the next meeting or on the group's social media.

Session 32: Professional Writing in the Workplace

Training session objectives:

At the end of the session, Participants will have the ability to:

Gain administrative communication skills

Be Familiar with solving administrative problems

Apply professional writing skills.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • Reflection • Clarity	• Opportunity Exploration • Motivation and Perseverance • Collaboration with Others • Effective communication	This activity aims to help participants understand the significance of developing professional writing skills in the workplace.
Understanding and Information	• Creativity • Cooperation • Reflection	• Opportunity Exploration • Motivation and Perseverance • Collaboration with Others • Effective communication • Collaboration with Others • Developing ideas	The activity educates participants on the techniques commonly used in professional writing.
Practical Application	• Creativity • Cooperation • Clarity • Value Creation	• Opportunity Exploration • Adding value to ideas • Self-awareness and Self-Efficacy • Motivation and Perseverance • Resource management • Learning via experience	must focus on providing them with the necessary writing skills and knowledge in their work environment.

Reflection and Tasks	• Creativity • Cooperation • Clarity	• Opportunity Exploration • Self-awareness and Self-Efficacy • Effective communication • Learning via experience	Reflection should emphasize what has been learned and identify the evidence that supports this learning.

Training Session Supplies:

Markers, flipcharts, sticky notes, A4 white paper.

Duration of the Training Session: 60   min

Implementation plan

Access Card (15 min)

Gather the participants in a large circle and explain that each participant will be asked to draw something or write a description of the drawn thing alternately for all participants. State that the time available for each participant to complete the task is one minute.

Distribute A4 paper and pens to each person.

Ask one participant to draw a landmark or representation of the city, village, or place where he lives. Remember that the time available for drawing is at most one minute.

Ask the person to the right side to write a description of the drawing and fold the paper to conceal it before passing it to the next participant within one minute maximum.

The next participant draws the description.

 Repeat the activity to reach the last participant in the training hall.

After completing the drawings, compare the first and last papers and ask the participants as follows:

What happened to the first drawing?

What caused the differences between the beginning and the end

Discuss how written communication can convey incorrect information for various r e a s o n s .

Ask what these reasons are.

Record notes on a flip chart.

Summarize the points made by the participants and emphasize the importance of written communication

this session will focus on written communication due to its significance in participants› lives when entering the labor market.

Understanding and Information (15 min)

Show the definition of written communication

It is communication that depends on the use of words, sentences, and phrases in the communication process in a specific way, whether from the sender, the receiver, or both, to reach the greatest possible common understanding of the meaning that the words evoke among the parties to the communication process.

Ask the participants to list forms of written communication

and add the following to their notes:

| Email | social media writing | summary reports |

Divide the participants into three groups and have them write down tips for written communication.

After five minutes, brainstorm and collect two entries from each group

Summarize the top recommendations by displaying the following legend:

What is the idea (message) that I want to convey?

Think of the most appropriate way through which you can communicate your vision.

Who will receive your news?

How can you best arrange your concept?

What basic information should your idea include?

Is your presentation of the picture clear?

Do you consider the feelings of the future?

Do you review your statement before pitching it?

At the end of this section, review the most essential tips for writing emails – Appendix 1

Practical Application (25)

Divide the large group into four groups using one of the interactive group division techniques.

Tell the participants that they are going to do a competitive activity.

Activity instructions: The groups will conduct a field visit within 10 minutes in the corridors of the training center or the surrounding area.

Groups will divide roles between group members, facilitator, writer, timekeeper, and speaker.

After the end of the time specified for the activity, the groups will rewrite a brief report and send it via e-mail to the trainer.

You can ask them to write the email on a flip chart to show everyone.

Provide feedback on the message›s content, language, and tone.

Reflection and Tasks (5 min)

At the end of the session, encourage a conversation by posing these questions:

Suggest some efficient ways to communicate with other team members.

Suggest the best ways to share via email.

Ask participants to practice written communication by writing in their diaries and sharing them with training group members via email or direct discussion in upcoming meetings.

Appendix 1

Rules for communicating with others through e-mail

- For your message to be read, keep it short, direct, and straightforward.

- When writing messages, remember that the written word is your tool to leave a good impression of yourself. Therefore, choose your words carefully and express yourself politely and tactfully.

- Remember that the people you send your messages to may forward them to others on their contact lists. Using a polite and tactful writing style will leave a positive impression of your personality on everyone who reads it. Conversely, using an impolite tone can create a negative image of yourself among people you know and those you don›t.

- Open your mail regularly, respond to messages that require a response so as not to be late for your colleagues, and cancel notifications you do not need.

- Do not rush to send any message when angry; wait until you calm down and respond.

- Make sure to clearly and concisely state the subject in the subject box. This will help the addressee understand the content before opening it.

- It is best to use classical Arabic instead of spoken dialects. This is because some nationalities may not understand particular dialects, while others may find them offensive or immoral. Additionally, a word with an ordinary meaning in your dialect may have a different meaning in another language. When writing to a close friend, it is not essential to prioritize using classical Arabic.

- When sending a message to a group of people, place their addresses in the BCC field, not in the TO or CC fields. In the TO field, include your address. This will hide the recipients› addresses and protect their privacy from spammers who may send them unwanted messages.

- You should not add any mailing address to your mailing list and then send mass messages, as they will be distributed to everyone you have on the list. They will then share your address with others, exposing your email to many unwanted messages. This is in addition to their annoyance with spam messages that fill their inbox daily with unwanted messages.

- Do not add any email address you receive to your mailing list and then send mass messages, distributing its address to everyone you have on the list. They will then share your address with others, exposing your email to many unwanted messages. This is in addition to their annoyance with spam messages that fill their inbox daily with unwanted messages.

- Do not use strange fonts, but instead use the usual fonts because the recipient of the message may not be able to read it, so it appears to him with strange symbols and letters.

- When you want to reply to a message, use the "Reply" feature to direct your response only to the original sender. If it is a group message, avoid clicking Reply All, as your reply will be sent to all recipients.

- Create a signature stating your name, job title, and contact details. You may want to include your cellphone number as well.

- It›s vital to double-check the spelling and language to ensure the accuracy of the spelling and vocabulary of the message. You are encouraged to use an automatic spell-check feature, which is highly enabled before sending. After proofreading, giving the notice another read-through is recommended to catch any potential spelling errors. In English communication, it›s best to avoid using all capital letters, as it can come across as unprofessional or angry. Instead, use underlining or coloring to emphasize essential words in the message.

- It is also recommended to avoid excessive use of colors and transparent colors such as black or blue to improve the message›s readability and avoid exhausting the reader.

Session 33: Report Writing Skills

Session objectives:

At the end of the session, Participants will have the ability to:

Understand the different types of reports and their importance

Apply the stages of preparing and writing reports.

Write good reports.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • The real world	• Creativity • Learning via Experience • Taking the lead	This activity stimulates participants' ideas about everything related to report writing.
Understanding and Information	• Clarity • The real world	• Creativity • Adding value to ideas	his activity supports participants to learn about the importance of report writing and provides participants with a detailed description of all related knowledge.
Practical Application	• Creativity • Cooperation	• Mobilizing the efforts of others • Teamwork • Self-awareness and Self-Efficacy • Effective communication • Learning via Experience • Taking the lead	participants apply design thinking and learn about its different stages; the trainer needs to follow the work of the groups closely.
Reflection and Tasks	• The real world • Value creation	• Opportunity Exploration • Effective communication • Learning via Experience • Taking the lead	emphasize what has been learned and the evidence of this learning.

Training Session Supplies:

Report template, pens, flipchart, colored markers, wide adhesive tape, white A4 paper, and sticky notes.

Duration of the Training Session: 120   min

Implementation plan

Access Card (20 min)

Give the participants a copy of the report you have.

Ask them to review the report and put their comments on it.

Take the most critical comments from the participants.

Provide them with feedback.

Ask the participants: What is the report?

Ask the participants: What are the types of reports?

Thank them for the answers, comment on them, and start the training session.

Understanding and information (30 min)

Mention to the participants the importance of report writing as it is a crucial administrative process at all levels:

It contributes to the communication process and its codification

It helps save time and provide feedback

Assisting management in performing its functions

Documentation and registration

Exchange of information

Establish reference information

Assure them that there are different types of reports in addition to what was mentioned, and the words can be divided into:

Recommendation reports are analytical reports based on examining or analyzing a situation characterized by a problem. These reports are written to make a decision and the actions that follow this decision. In obtaining data, the researcher relies on the following (studying the actual situation, reading references and similar previous situations, personal interviews and consultations, testing/experience, and his personal experience)

Regular reports: they are written at specific time intervals, such as daily, weekly, monthly, quarterly, or semi-annually. These reports detail what has been achieved, what is being worked on, and what is expected to be accomplished. Funding agencies, managers, and supervisors request these reports as a crucial form of communication that aids in controlling and making informed administrative decisions. In addition, regular reports are beneficial to their authors as they help to evaluate the progress made so far and assess the resources needed in terms of time and effort for the remaining work.

Non-periodic reports: Their issuance is related to a specific event or when an exceptional event occurs, or the information may be periodic and issued exceptionally when needed.

Information reports: They may be news, factual information, an introduction to the organization, or a statement on its capabilities (used in presentations).

Studies reports: They may be reports to diagnose a problem, proposals, offers, feasibility studies, organization development plans, or an account of a proposed project.

Performance evaluation reports may include a follow-up, performance evaluation, and achievements. They may also be annual evaluations, efficiency reports, or performance indicators for a department or unit.

Project reports: including the general framework of the project, the information on completion or performance development, and the final word.

There are reports in terms of content: Reports include financial and accounting, marketing, organizational structure, human resources, systems and procedures, and activity (maintenance, operation, safety, administrative affairs) reports.

There are reports in the form: they may be descriptive or pre-designed reports.

There are reports in terms of guidance: internal reports and external reports.

Practical application (60 min)

Divide the participants into four groups.

Give each group a stage in writing the report.

The first group: The stage of preparation for writing the report so that the group's work includes the following topics: (identifying and analyzing readers, the purpose of the information, the scope of the information, and the determinants of the report)

The second group: The research stage, where the group's work includes the following topics: (collecting, analyzing, and processing data, collecting and analyzing facts).

The third group: The stage of organizing the report so that the group's work includes the following topics (choosing the best way to present the issue, the general form of the information, and illustrative figures).

The fourth group: The stage of organizing the report so that the group's work includes the following topics (choosing a point of view, determining the main sentences, writing paragraphs, choosing a title, and using a word processor program).

Ensure that each group does extensive research to access valuable and brief information about this part.

Provide large flipchart sheets and markers for each group, and ask them to summarize all the points on the flipchart sheet.

Motivate each group to choose a spokesperson to speak for the group and explain the essential points reached concerning writing the report.

Thank each group and its representative, and summarize their conclusions.

Meditation and tasks (10 min)

Allow the participants to submit any questions or inquiries about the topic of the report writing session.

Ask the participants to provide their impressions about the session related to the entrepreneurial personality and its impact on them.

Motivate the participants to write a detailed report about this entrepreneurial personality.

Ask the participants to review this report based on today's session and record their observations about this report.

Objectives of the training session

At the end of the session, Participants will have the ability to:

Define the concept of job role

Differentiate between job responsibilities

Learn about the essential duties in professional life.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • Reflection • Clarity • Vision	• Opportunity Exploration • Planning and management • Collaboration with Others • The real world	In this activity, participants will become familiar with the various job roles and titles found in startup companies.
Understanding and Information	• Creativity • Cooperation • Reflection	• Opportunity Exploration • Motivation and Perseverance • Effective communication • Collaboration with Others.	Participants will also be able to switch roles and better understand the tasks and responsibilities involved in operating under a global model.
Practical Application	• Creativity • Cooperation • Value creation • Clarity	• Opportunity Exploration • Adding value to ideas • Self-awareness and Self-Efficacy • Motivation and perseverance • Resource management • Mobilizing the efforts of others • Taking the lead • Collaboration with Others • Learning via Experience	Participants will fully embody functional roles and learn by living the experience and interacting.

Reflection and Tasks	• Creativity • Cooperation • Reflection • Clarity	• Opportunity Exploration • Self-awareness and Self-Efficacy • Effective communication • Learning via Experience	This activity inspires participants to apply what they have learned in the training session to real-life situations.

Training Session Supplies:

Flipchart, colored markers, wide adhesive tape, and A4 white paper.

Duration of the Training Session: 90   min

Implementation plan

Access Card (20 min)

At the start of the training session, remind the participants about the virtual companies they formed in session 33, «Working Within a Professional Team.»

Provide each group with colored markers and flipchart paper.

Instruct them to create the company›s organizational structure based on job tasks and roles.

Ask them to name the roles according to startup job titles, which are:

The Founder
Co-Founder –
CEO
CTO
COO
CFO
CMO

After completing the drawings, have the groups hang them on the wall.

Today›s session will discuss work team members› clarified roles and responsibilities.

Talk about the organizational structure in companies and institutions, according to this model that relies on connected and separate administrative communication as described here.

Functional
Comon functional expertise

System Analysts

Testers

Developers

Cross - Functional
Representatives from the various functions

Development Team

Explain how managerial communication works in Cross-Functional, for example, between a graphic designer and a programmer.

Cross - Functional

| Design |
| Engineering |
| Operations |
| Quality Assurance |

Team   Team   Team   Team
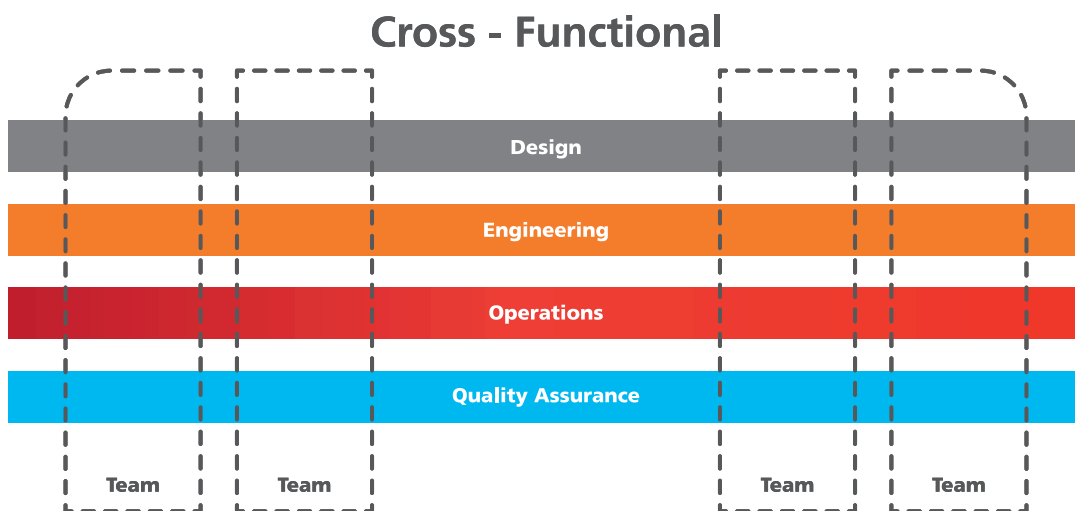
In the case of functional, how does the team work?

Company

Marketing   **Sales**   **Development**

Project   Project   Project
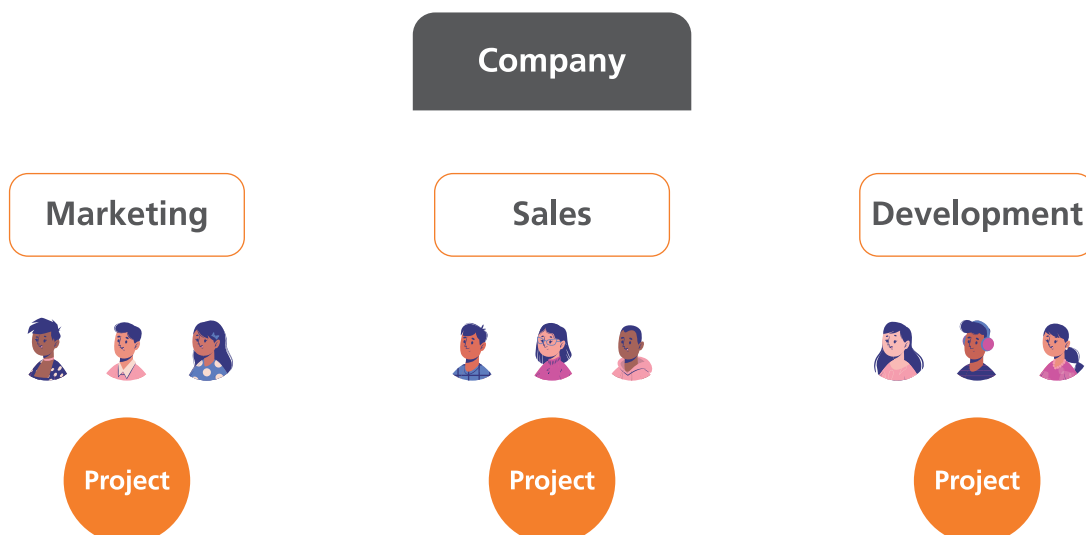
Explain a practical example of a company›s marketing team.

```
                        ┌─────────────────┐
                        │ Marketing leader│
                        └─────────────────┘
                                │
                        ┌─────────────────┐
                        │ Digital Marketing│
                        │     Manager     │
                        └─────────────────┘
                                │
  ┌──────────┬──────────┬───────┴───────┬──────────┬──────────┐
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│   ads    ││ Content  ││ Graphic  ││  Social  ││   CEO    │
│specialist││  writer  ││ Designer ││  media   ││specialist│
│          ││          ││          ││specialist││          │
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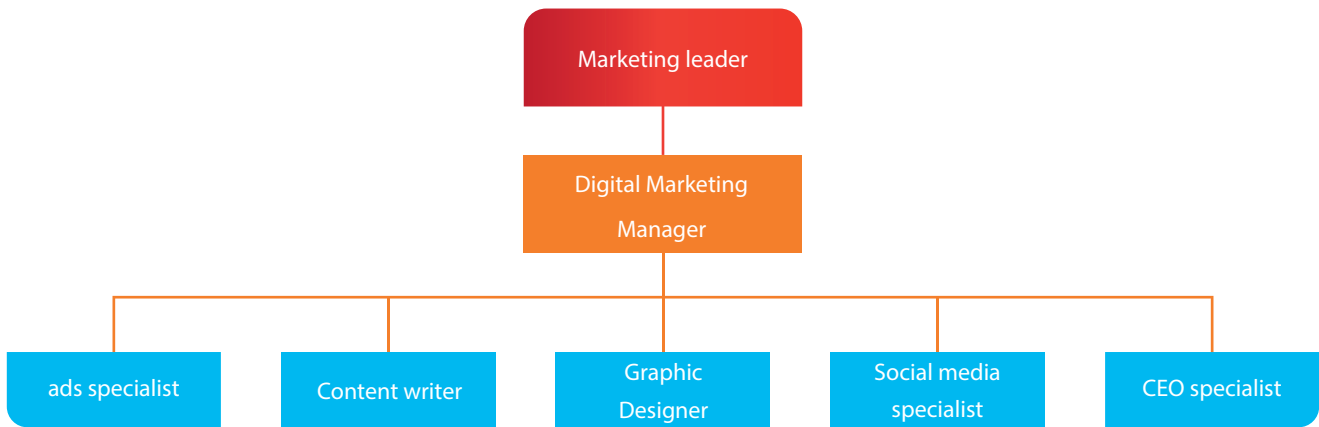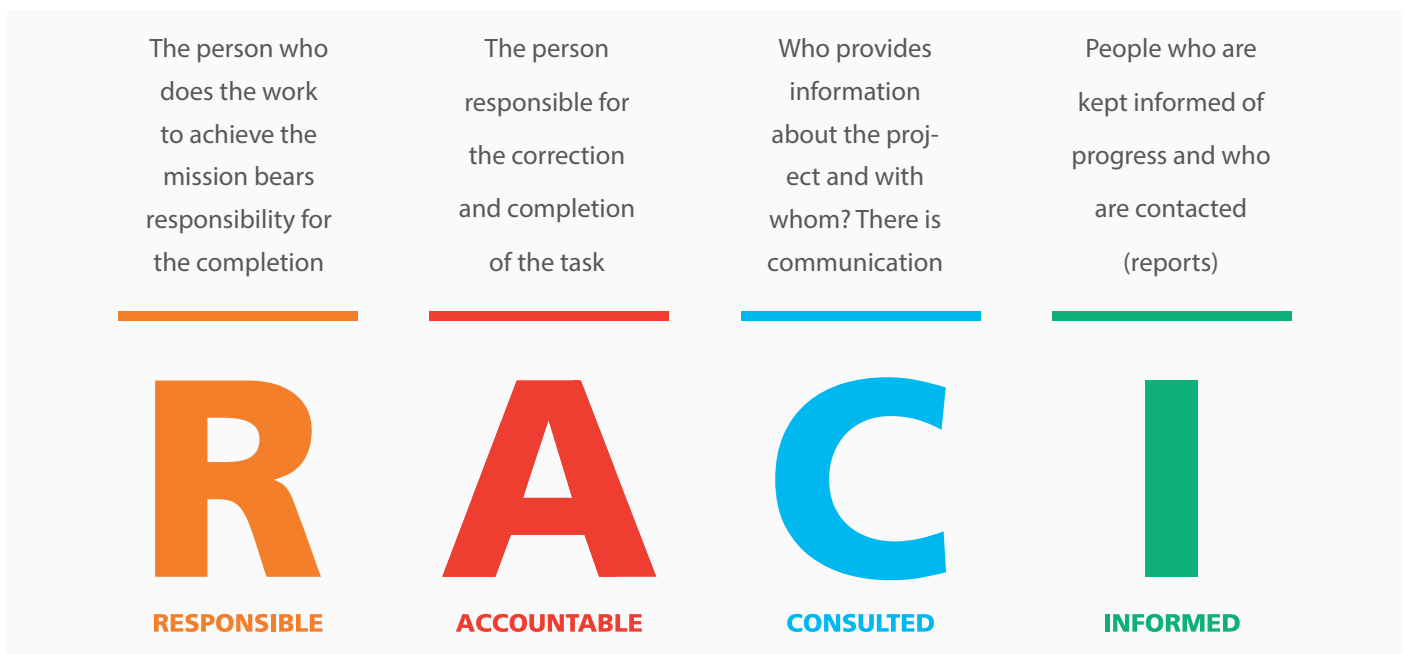
Explain the organizational structure of companies according to the following diagram:

```
                              Founder
        ┌──────────┬────────────┬──────────────┐
       CEO    Financial      Admin        Business
              Assistant     Assistant    Development
```

Marketing Leader				Creative Leader	Production Leader	Product Leader
Sales Team Leader	Marketing Automation	Growth Marketer	Customer Acquisition	Blog Writer	G Designer	UI/UX
Digital Sales				Content Writer	M.G Designer	App Developer
Digital Support				Content Analyst	Artist	Front End Developer
					Brand Identity Designer	Back End Developer

After clarifying the administrative structure, explain the roles and responsibilities according to the RACI model, as shown in the following figure.

The person who does the work to achieve the mission bears responsibility for the completion	The person responsible for the correction and completion of the task	Who provides information about the proj- ect and with whom? There is communication	People who are kept informed of progress and who are contacted (reports)
R	**A**	**C**	**I**
RESPONSIBLE	**ACCOUNTABLE**	**CONSULTED**	**INFORMED**

Understanding job roles in the work environment is of great importance to individuals and organizations as follows:

Enhance direction and motivation: A clear understanding of job roles is essential for individuals to know what is expected within the organization. This helps them direct their efforts toward achieving the organization›s and personal goals, ultimately increasing motivation and productivity.

Improve interaction and collaboration: Individuals can collaborate better and enhance coordination in a work team by understanding their roles and complementing their colleagues.

Improve decision guidance: When they understand roles in an organization, individuals can make informed decisions based on each person›s specific jobs and tasks. This can lead to more effective and sustainable decision-making.

Enhance efficiency and productivity: Knowing their roles and responsibilities makes it easier for individuals to direct their efforts towards achieving set goals, thereby increasing work efficiency and improving overall performance.

Improve supervision and management: Supervisors and managers can manage teams and employees more effectively by understanding job roles and guiding employees toward the organization›s objectives.

Improve task allocation: Allocating tasks and responsibilities based on individuals› skills and abilities can increase human resource effectiveness.

Enhance trust and stability: When you clearly understand roles in an organization, this can increase trust between individuals and create a stable and comfortable work environment.

Understanding job roles enhances work effectiveness and efficiency and contributes to achieving goals.

Practical Application (40 min)

Divide participants into groups of 5, assigning each a job role in a startup.

Participants should choose a presentation method (flipchart paper, paper design, PowerPoint) to explain the company›s nature of work and services.

Ask the participants to nominate a group leader to present the outputs

After the presentation, ask each team member their role in the RACI model.

At least one person from the team	Perform tasks to accomplish the task	Person in charge
one person for each task	Authorize tasks. The last person reviewing the task before making it a full task	Questioner
no specific number	Provide tips and instructions. correctly	advisor
no specific number	Informed of the task under the accepted mechanism whether in details or before hand over	Informed person

Was the team›s organizational structure clear?

Did everyone do their part correctly?

It is essential to provide various examples so that participants can understand the differences between work environments in the private, civil, and governmental sectors.

Enrich the information by collectively implementing activities and brainstorming.

Meditation and tasks (10 min)

At the end of the session, have a discussion and ask the following questions:

What job role do you find yourself in?

What responsibilities can you carry out?

Ask the participants to envision the organizational structure they want to establish in future organizations or institutions. Ask them to draft the organizational structure to encompass the critical international or local figures based on roles and responsibilities.

Session 35: Decision Making

Training objectives:

At the end of the session, Participants will have the ability to:

Determine the decision-making steps.

Make decisions on issues facing young people.

Replan to make essential decisions in young people›s lives

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • Cooperation • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and perseverance • Collaboration with Others	IThe purpose of this interactive activity is to introduce the idea of decision-making to a large group.
Understanding and Information	• Creativity • Cooperation • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Motivation and perseverance • Effective communication • Collaboration with Others. • Learning via Experience	This activity aims to introduce the concept of decision-making through an interactive activity with a large group.
Practical Application	• Creativity • Real world • Cooperation • Clarity	• Opportunity Exploration • Creativity • Vision. • Self-awareness and Self-Efficacy • Effective communication • Collaboration with Others • Learning via Experience	By applying cases, the activity involves making decisions on issues concerning young people's lives.

Reflection and Tasks	• Creativity • Reflection • Clarity	• Creativity • Vision • Identify strengths and weaknesses	This part of the activity encourages young people to apply decision-making steps for each participant's personal and practical issues. The move also aims to expose important youth issues to critical thinking to help make correct decisions.

Training Session Supplies:

Flipchart paper, A4 white paper, colored markers, and sticky notes.

Duration of the Training Session: 60   min

Implementation plan

Access Card (10 min)

Tell participants that they will be engaging in a quick decision-making activity.

Ask participants to stand in the center of the training hall and provide two options for male and female participants to move to opposite sides of the aisle based on their decision.

Determine which sides they will take, right and left.

Use the following phrases or any other phrases you deem appropriate for the group:

- – Do you prefer chocolate or potatoes?
- – Blue or red?
- – Day or night?

- – Reading or writing?
- – Dancing or singing?
- – Job or private work?

Give participants 5 seconds to think and make a decision.

Explain to the participants that we will discuss decision-making today and give them a specific time to make their own decisions.

Understanding and information (15 min)

To begin the explanation, ask the participants to devise a list of scenarios and actions where young people have had to make decisions. These decisions could be routine or significant, impacting their lives. Encourage them to think about their peers, families, and world.

Write the cases and activities on the flipchart paper for use in the practical application part.

If participants find it difficult, give examples:

What can I eat?

What will I do today?

Should I continue my studies or look for work?

In what field can I work?

Have your friends been speaking negatively about another friend?

Is your community facing a specific social problem?

Are there no job opportunities for your specialty?

Inform the participants that our daily lives are filled with various decisions that we need to make. In this session, we will focus on the decision-making steps. To achieve this, you will present a case study, and as a group, they will learn about problem-solving and decision-making.

Case study: Samah received a job opportunity in the city during her school vacation, so she must leave her village and her family to live there. Samah›s family relies on the income that her job may provide, but she is concerned about the pressure her absence will place on her family. She won›t be able to assist them with household chores and provide support. What do you think Samah should do?

Use colored cards or other techniques to divide a large group into four smaller groups.

Ask each group to define their roles, then have the spokesperson answer the questions during their presentation:

What problem or issue is Samah facing?

What steps can be taken to make an informed decision?

What is the decision?

Add to their offers the following steps that Samah can follow:

Consider family values and personal values.

Consider cultural practices and religious beliefs.

Seek advice from others.

Consider all other options and alternatives available.

Imagine each option›s possible outcomes, or "evaluate" the pros and cons of each decision.

Consider the reality that her actions have on others.

Choose the best alternative.

Take responsibility for her actions.

Show the following legend showing the practical steps in making a decision:

Defining the problem.

Consider other options and alternatives.

Consider the positive/negative consequences of each option.

Decision making

Take responsibility for the actions and results of the decision.

Share the positive outcomes of good decisions with others, whether they benefit employees or employers. The significance of making the right decisions can be summarized as follows:

- **Achieving personal and professional goals:** Making the right decisions can help employees and employers achieve their personal and professional goals. By selecting appropriate options, they can develop skills and experience and increase opportunities for success.

- **Improving performance and productivity:** The right decisions can improve and increase productivity. Having a clear plan and making the right choices allows for effective work organization and increases productivity.

- **Reduce error and costs:** Making the right decisions can help prevent errors and reduce costs. Avoiding incorrect decisions can avoid problems and difficulties leading to additional charges.

- **Promoting professional development**: The key to professional development is making the right decisions, which can be achieved by improving decision-making and analytical skills. This growth benefits both the employee and employer in advancing their career paths.

- **Enhancing opportunities for excellence:** Making the right decisions is crucial for achieving success and excellence in life. Employees and employers who make appropriate decisions can perform exceptionally and outperform competitors.

- **Balancing personal and professional life:** Making the right decisions can help balance personal and professional life. By organizing your time and choosing priorities wisely, you can enjoy success at work without sacrificing the quality of your personal life.

Making the right decisions is crucial for employers› and employees› professional and personal success.

Practical application (25 min)

Explain to the participants that they will apply their decision-making skills by working in small groups.

Divide the large group again into four groups using a new division technique.

Instruct every group to select a case or activity from the ones they proposed in the previous exercise. Allow them 10 minutes to discuss and arrive at a well-considered decision. Additionally, encourage them to contemplate contingency planning when encountering several issues while implementing their plan.

Ask the groups to present the outputs and take feedback from other groups› decisions.

Reflection and Tasks (10 min)

Finally, ask participants to reflect on past and present decisions impacting their lives.

| Decisions made on their behalf in the past. | Decisions I made myself | Decisions I will make in the future. |

Now, ask them to make the following three lists:

Finally, encourage participants to consider these decisions and how they have affected their lives.

Ask them to reconsider decisions they could make now or in the future.

Optional: Suggest the participants read a book - The Monk Who Sold His Ferrari - and discuss it among the group members in the coming days.

Session 36: Work Ethics

Session objectives:

At the end of the session, Participants will have the ability to:

Recognize the significance of maintaining professional work ethics in the workplace.

Identify the most critical ethics to adhere to within the work environment.

Apply some ethics related to the work environment within the training hall.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Real world • Creativity	• Creativity • Adding value to ideas • Motivation and perseverance	This activity provides participants with a realistic example of professional work ethics.
Understanding and Information	• Creativity • Real world • Value Creation	• Motivation and perseverance • Effective Communication • Learning via Experience • Identify strengths and weaknesses	The participant's ability to comprehend information on various work ethics levels.
Practical Application	• Cooperation • Value Creation	• Learning via Experience • Identify strengths and weaknesses • Taking the lead • Self-awareness and Self-Efficacy • Effective communication and teamwork.	The exercise aims to help participants apply and deal with professional work ethics effectively. Close monitoring of groups during implementation is crucial.
Reflection and Tasks	• Reflection • Real world	• Creativity • Vision • Learning via Experience • Identify strengths and weaknesses • Taking the lead • Cope with ambiguity and uncertainty.	The exercise aims to enhance participants' imagination to emphasize the significance of professional work ethics.

Training Session Supplies:

Pens, flipchart paper, colored markers, wide adhesive tape, A4 white paper, and sticky notes.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Present the story of Badr Muhammad.

"Badr Muhammad is a recent hire at a major telecommunications company in Jerusalem. He was provided with a company car for business purposes. After some time, the company director permitted Badr to keep the vehicle outside work hours. This was a source of happiness for Badr as he did not have his car. If you were Badr, which of the following options would be the best for you?

I use the car for work and personal needs without informing the company.

Use the car for work and to meet your and your family›s needs without informing the company.

I use the car for work only, not for personal or family purposes.

I use the car for personal purposes only after obtaining approval from the company and paying for the fuel used during my private use.

Discuss the participants› answers and their relationship to professional work ethics after collecting   them.

Understanding and information (10 min)

Focus on the importance of professional work ethics through two primary axes and make a brief explanation:

The first axis. Professional ethics are crucial for employees: they help them build their professional identity in their workplace to contribute to forming their professional personality in the professional place in which they perform various professional duties. Employees can protect themselves from harmful behaviors, develop positive professional habits, and boost self-confidence. Following professional ethics also helps employees make informed decisions related to their work.

The second axis: The importance of professional ethics for society: Professional ethics encompass values and behaviors in all settings, and their societal importance is exemplified below as follows: it reduces negative and unfair behaviors and activities, and everyone can have equal rights in various professional fields. This promotes professional satisfaction among colleagues in different institutions. Establishing a fair and safe environment for all is essential, especially professional work colleagues in other institutions. It explains all professional rules and laws to individuals for any job they wish to belong to.

Professional ethics represent values and principles defining correct and appropriate behavior in the work environment. Here are the most critical professional work ethics:

1. **Integrity and honesty:** Professionals must perform their work honestly and not resort to deception or fraud in any field.

2. **Respect and Diversity:** Individuals respect the rights of others and accept diversity, including cultural, gender, ethnic, and religious diversity.

3. **Honesty and transparency:** Professionals must express facts honestly and clearly. They may not hide or distort information.

4. **Commitment to professionalism:** Professional work and duties must be performed with high efficiency, professionalism, and adherence to the highest quality and performance standards.

5. **Privacy and Confidentiality:** Professionals must keep the company or organization›s confidential and private information confidential. They must not share it with unauthorized persons.

6. **Social responsibility:** Professionals have a social responsibility to improve society and protect the environment.

7. **Skills Development and Continuous Learning:** Professionals must continuously develop their skills and knowledge to keep up with industry changes.

8. **Avoid fraud and conflicts of interest:** Avoid fraud, avoid conflicts of interest, and ensure that services are provided with credibility and fairness.

9. Refrain from exploiting power: It is essential to avoid using their power or job positions for personal gain or unethical intentions.

10. **Compliance with laws and regulations:** Professionals must adhere to local and international laws and regulations relevant to their field of work.

11. **1Good care of clients and customers:** Professionals must provide exceptional customer service and treat clients with respect and attention.

12. **Time commitment:** Professionals must adhere to time and provide services or complete tasks on time.

These basic guidelines promote professional ethics, integrity, respect, social responsibility, and sustainability in the workplace.

Practical Application (60 min)

Divide the participants into four groups so that each group contains an equal number of participants if possible.

Prepare the following headings on four large sheets:

The concept of professional work ethics.

Sources of professional work ethics

Means of establishing professional work ethics.

Examples and applications related to professional work ethics

Each group discusses their topic and uses Internet search engines to access any information that is useful to them.

Each group summarizes their points about professional work ethics on a large flipchart sheet.

Follow up on the groups› work and help them raise essential issues for each group.

Leave room for the participants to present their presentations on each topic when all groups have finished working.

Comment on the four themes related to professional work ethics.

Meditation and Questions (15 min)

Ask the participants:

magine if there were no professional work ethics; what would the situation be like in companies and institutions?

From their answers, find the most important thing that caught their attention in the professional work ethics session.

Then, ask them to express their ideas about professional work ethics.

All participants must create a thorough list of ethical principles we should follow in the workplace. The list should be organized from most to least important and shared with the broader group, including via social media.

Session 37: Palestinian Labor Law and Workers› Rights

Session objectives:

At the end of the session, Participants will have the ability to:

Learn about the Palestinian Labor Law and labor rights provisions.

Review the introductory provisions of the Palestinian Labor Law with participants.

Understand the rights and duties of employees according to Palestinian labor law.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Real world • Creativity	• Ethical and sustainable thinking • Taking the lead	As a trainer, this activity is essential for exploring what the participants think about Palestinian labor law.
Understanding and Information	• Clarity • Real world • Value Creation	• Vision • Identify strengths and weaknesses • Cope with ambiguity and uncertainty	The ability of participants to understand part of the information related to Palestinian labor law.
Practical Application	• Cooperation • Real world	• Learning via Experience • Self-awareness and Self-Efficacy • Effective • communication and teamwork.	The purpose of the activity is for individuals to utilize their knowledge of the Palestinian Labor Law and Civil Service Law. Monitoring the pairs closely as they carry out the exercise is crucial.
Reflection and Tasks	• Reflection • Real world • Value creation	• Creativity • Learning via Experience • Taking the lead • Cope with ambiguity and uncertainty	Motivate participants to learn more about the Palestinian Labor and Civil Service Law.

Training Session Supplies:

A copy of the Palestinian Labor Law, pens, flipchart sheet, colored markers, and white A4 paper.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Ask the participants in an open discussion what they know about the Palestinian Labor Law.

What do you know about the Palestinian Labor Law? What does it include?

Why do you need to know the labor law?

Do you know if the Palestinian Labor Law guarantees new workers› rights and how?

Write all of the participants› answers on the flipchart.

Facilitate a dialogue about the participants› answers.

Understanding and information (15 min)

The trainer delivers a presentation on Palestinian labor law and laborers› rights and shares a theoretical framework that can be applied. Employment law encompasses all the rights and responsibilities of employers and employees, including current employees, former employees, and applicants for the job. Many legal disputes are related, including business management, employee rights, and regulations. Due to the complexity of employment relationships and the different situations that may occur, employment law includes various legal issues such as discrimination, wrongful termination of a contract, wages, overtime, and safety in the workplace.

You must understand employee rights, whether an employee or a job seeker, so the workplace is healthy, functional, and convenient for everyone.

> Palestinian Labor Law No. 7 was promulgated in 2000 as part of reforms designed to unify Palestine›s fragmented legal systems and create a set of laws that pave the way for a legal infrastructure in the State of Palestine. The new labor law replaced the Jordanian and Egyptian labor laws of 1960 and 1964, which were compulsory in the West Bank and Gaza Strip. Work was initially "a right of every able citizen," and the Palestinian National Authority must "provide it equally without any discrimination."

Workers are exempted from legal wages due to work-related disputes and can file them with the union. Civil servants, domestic workers, and first-degree family members of the employer are excluded from the provisions of the law. The law also deals with employment, vocational training, and career guidance. Employers must provide monthly employee demographic data to the Ministry of Labor. The ministry must ensure that at least %5 of its workforce comprises qualified workers with disabilities. Employers are prohibited from discriminating between workers concerning working conditions and other conditions. The law includes individual employment contracts, collective labor relations, and working requirements and needs.

The law allows for a three-month trial period. During this time, the employer can hire the worker and pay them a wage but not offer a formal contract. This resulted in lower temporary staff costs. The lack of end-of-service benefits for employees with less than 12 months of work may impact short-term job supply.

The law also deals with employment, vocational training, and career guidance.

Practical application (50 min)

Distribute a copy of the Palestinian Labor Law and Palestinian Civil Service Law to the participants.

Participants will be distributed according to the principal articles of the law that relate to the rights of laborers and government employees.

Give everyone enough time to read and think about this item.

Divide the participants into pairs.

Each participant explains their item to the other peer.

Gather the participants in a large group and ask them to share the key points discussed.

The attached Article No. 7 of the Labor Law can be used to form the points distributed to the participants.

Labor Law No. 7

Work is a right for each citizen who is capable of working. The National Authority shall provide work to the citizens with equal opportunities and without discrimination: clause No. 2, Labor Law No. 7.

Labor Law No. 7 is divided into ten chapters covering specific chapters. The following points include a summary of each section:

Section related to general provisions and principles:

Work is a right for each citizen

Exempting workers from legal fees due to work-related disputes

Allowing the formation of unions

The provisions contained in Labor Law No. 7 exclude the government's and local bodies' employees, Households' servants, and the employer's family members up to the first degree of kinship,

Employment and vocational training and guidance:

Employers must provide the Labour Office within their work area with a monthly statement.

The employer shall employ several qualified disabled workers to perform work that fits their disabilities. The percentage of such workers shall be at least %5 of the total labor force in the installation.

The Ministry shall have the power to grant work permissions to Palestinians, allowing them to work in Palestine.

Discrimination about the work conditions and circumstances between workers in Palestine shall be forbidden.

The Minister shall issue a training and guidance regulation that guarantees the principle of equal opportunity.

The Individual Employment Contract section covers agreement methods, contract formation, duration, expiration, and termination.

The following section provides a summary of collective labor relations

The Work Requirements and Conditions section includes working hours, weekends, wages, and job health and safety.

The section on Work Regulations for Minors (from 15 to 18 years old):

The employment of children before they reach the age of fifteen years shall be prohibited.

Specifies the type of work that minors can do. For example, dangerous industries.

Amendments were made to several of the above provisions to provide minors with higher protection.

Law No. 4 of 1998 Issuing the Civil Service Law

The Palestine Civil Service Law defines the legal framework that regulates the functions and relations of employees in the public service. Here are some key points of the Civil Service Law in Palestine:

1. **Definitions and concepts:** The law includes definitions and ideas that define terms such as "public employee," "public job," "government agency," and others.

2. **Recruitment and appointment:** The law regulates the recruitment and appointment processes for public offices, including vacancy announcements, standards, and procedures.

3. **Rights and duties of employees:** The law outlines government employees› rights, including protection from discrimination, job stability, and promotions.

4. **Employee Retirement:** The retirement system for government employees, including conditions and pensions, is regulated by law.

5. **Service termination:** The law outlines procedures for terminating services and disciplining employees for violations.

6. **Wages and remunerations:** The law regulates the systems of wages, rewards, and allowances for employees.

7. **Organization of work:** The law determines working hours, vacations, and procedures related to administrative and financial matters.

8. **Education and training:** The law stipulates the importance of continuing education and training for civil service employees.

9. **Appeals and complaints:** The law gives employees the right to appeal and file complaints in the event of disagreements or problems at work.

10. **Promotions and performance evaluation:** The law regulates promotions and performance evaluations to improve efficiency and recognize good performance.

These points are the primary aspects of the Civil Service Law in Palestine. However, the law includes numerous other articles and details that govern the relationship between government agencies and employees. For further information and facts, it is advisable to refer to the legal text.

During the session, ask participants about:

The significance of their understanding of Palestinian labor and Civil Service law.

What is the importance of our knowledge of Palestinian labor law and civil service law?

 What are their impressions of these laws?

Then, leave room for any questions or inquiries from the participants.

At the end of the session, Ask them to utilize Internet search engines to locate and read the complete text of the Palestinian Labor Law and Civil Service law. Subsequently, ask the participants to provide their input on the following questions: If you had the authority to amend the Palestinian Labor and Civil Service laws, which provisions would you alter? What modifications would you focus on?

Session 38: Meetings Management

Objectives of the training session:

At the end of the session, Participants will have the ability to:

Understand the different types of meetings.

Master the most critical points associated with preparing for the meeting.

Apply all procedures and rules related to meeting management.

The ability to carry out follow-ups after the end of the meeting.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Real world • Creativity	• Creativity • Adding value to ideas • Motivation and perseverance	This activity is essential for participants to know the details of meeting management.
Understanding and Information	• Real world • Value Creation • Creativity	• Motivation and perseverance • Effective Communication • Identify strengths and weaknesses • Learning via Experience	The participant's ability to comprehend all aspects of meeting management, including various types of meetings, in detail.
Practical Application	• Cooperation • Real world • Value Creation	• Identify strengths and weaknesses • Taking the lead • Self-awareness and Self-Efficacy • Learning via Experience	The trainer should closely monitor work groups as participants apply meeting management skills during the exercise.
Reflection and Tasks	• Reflection • Real world	• Learning via Experience • Identify strengths and weaknesses • Taking the lead	This exercise aims to connect the concepts from the training session to the real-life situations the participants face.

Training Session Supplies:

A4 white paper, pens, flipchart paper, colored markers, wide adhesive tape, and sticky notes.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Before the participants arrive at the training hall, arrange the room like a meeting room.

When the participants enter the hall, ask them to sit in the designated places.

Inform them that they are attending a board of directors meeting for a company, specifying the name and type of the company).

Tell the participants that the meeting will last 10 minutes and focus on decisions for the retired category›s new campaign.

Ask one participant to manage and encourage active participation.

Next, ask participants to share the meeting›s most significant positive and negative points.

Comment on the points mentioned by the participants.

Understanding and information (10 min)

The trainer presents a theoretical framework for different types of meetings and engages participants by asking questions about the different types of arrangements.

In terms of duration or time:

Periodic meetings: Meetings held regularly, weekly, monthly, annually, or as needed. They are typically formal and can include permanent committees and councils in government departments and companies.

Non-periodic meetings: These are held whenever needed (there is no specific time for having them) to discuss problems or urgent topics.

In terms of duration or time:

Periodic meetings: Meetings held regularly, weekly, monthly, annually, or as needed. They are typically formal and can include permanent committees and councils in government departments and companies.

Non-periodic meetings: These are held whenever needed (there is no specific time for having them) to discuss problems or urgent topics.

In the formal level:

Formal meetings: The way a meeting is conducted and its rules are determined by specific laws and regulations. These include guidelines on how members can vote, the authority of a majority decision, how many times a member can speak, and the allotted time for each member to speak).

Informal meetings: These meetings are not governed by specific laws or regulations and are characterized by flexibility and ease, and there are no rules or principles for discussion or how to make a decision.

In terms of level:

Meetings at the international level, such as meetings of the United Nations.

Meetings at the state level, such as the Council of Ministers meeting.

Meetings at the level of organizations in the private or public sector, such as meetings of boards of directors and committees in companies.

Several types of business meetings can take place in the workplace. These meetings vary based on their purposes and goals. Here are some common types of business meetings.

1. **Management and strategic planning meeting:** In this type of meeting, the organization's long-term goals and strategies are discussed, and strategic plans are developed.

2. **Team meeting:** This type of meeting gathers team members in the same office or company level to discuss project progress and solve problems.

3. **Committee meeting:** In this type of meeting, planning and decision-making processes take place at a certain level, such as meetings of the Marketing Committee or the Human Resources Committee.

4. **Training and development meetings:** training employees in new or improved skills.

5. **Performance evaluation meetings:** Employee performance is reviewed and evaluated, and goals and improvements are discussed.

6. **Daily or weekly planning meetings:** Minor teams monitor work progress and ensure tasks and deadlines are met.

7. **Presentation meetings:** information or reports are presented to managers or colleagues.

8. **General Assembly meetings:** An institution or organization members come together to make crucial decisions regarding the organization›s future.

9. **Inspection and review meetings:** These meetings aim to review processes and procedures for compliance with standards and regulations.

10. **Reform and crisis meetings:** They are held in crises or unexpected situations to make quick decisions to deal with the problem.

The examples provided are general types of business meetings, but every company or organization can customize them to suit their needs. Business meetings are crucial for organizing business affairs, making decisions, and promoting employee collaboration.

Practical application (50 min)

Divide the participants into three groups so that each group contains an equal number of participants if possible.

Prepare the following titles on four large sheets and distribute them to the groups so that each group has one title:

The most important things to work on before the meeting.

Steps to follow during the session.

What are the things to do after the meeting?

Give the groups enough time so that each group discusses their topic.

Each group writes tips on their label.

Follow up on the work of the groups and help them by raising some important points for each group.

When all the groups have finished working, ask the groups to make presentations.

After each group completes their presentation, comment on each topic related to meeting management.

Before the meeting, prepare; during the session, follow the steps; after the meeting, take action:

Before the meeting

1. Setting goals and timetables: Setting specific goals and allocating time for each part before a meeting is essential.

Example: Before a marketing team meeting, determine the goal (e.g., quarterly marketing plan) and allocate time for each agenda item.

2. **Preparing the agenda:** An agenda should be prepared beforehand to cover all topics and points during the meeting. This will aid in managing time and discussions.

Example: During a company board meeting, the agenda may cover a financial report, performance review, and plans.

During the meeting:

1. Presentation of points and discussion: During this stage, each agenda point is presented and discussed thoroughly while adhering to the allotted time and focusing on the main topics.

Example: At the sales team meeting, they analyze past quarter sales performance, discuss reasons, and plan upcoming marketing strategies.

2. **Documenting decisions and actions:** All decisions and actions made during the meeting must be accurately documented to guide the team in the future.

For example, the company can record the decisions made during a board meeting about allocating extra funds for product development.

After the meeting:

1. Preparing reports and following up: Following the meeting, the company prepares reports summarizing discussions and decisions. Then, it follows up with procedure implementation and schedule adherence.

Example: Following the Executive Committee meeting, a report is prepared detailing decisions, next steps, and assigned responsibilities.

2. **Follow-up communication:** Open communication channels must be maintained between members after the meeting to exchange information, additional reports, and inquiries.

Example: Team members can communicate via email or make breakout meetings to follow up on project progress outside central meetings.

Here are some examples of preparing for, conducting, and following up on meetings to improve communication and decision-making among members.

Reflection and Tasks (15 min)

Ask the participants several questions related to the session:

What is the importance of meetings from your point of view?

What are the most essential topics for effective meeting management?

How did this session develop your meeting management skills?

Then, Open the floor for questions from participants and answer them.

Afterward, encourage the participants to search for officially recorded meetings on YouTube.

Ask the participants select one of these recordings and view it.

Participants should be encouraged to take notes on all information and discussions during the meeting.

Session 39: Using Computer Software and E-Mail

Training session objectives:

At the end of the session, Participants will have the ability to:

— Acquire skills in using computer programs (Office) to enter the labor market

— Determine the computer (Office) skills needed in the workplace.

— Develop skills in using e-mail in self-marketing.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creating value • Clarity	• Adding value to ideas • Learn how to learn • Motivation and perseverance • Collaboration with Others • Learning via experience	This introductory activity aims to link training to the skills of using Microsoft Office by encouraging participants to express themselves using these programs, assess skills, and identify essential needs.
Understanding and Information	• Creating value • Cooperation	• Opportunity Exploration • Adding value to ideas • Mobilizing the efforts of others • Learn from experience • Collaboration with Others	This activity contributes to understanding the use of Microsoft Office in professional life, using appendices that help in this.
Practical Application	• Clarity • Cooperation	• Opportunity Exploration • Adding value to ideas • Resource Management • Mobilizing others • Working others • Learning through experience	Practical application contributes significantly to quickly acquiring skills, as this activity focuses on learning the skills of using Office (Word, Excel, PowerPoint) through experience and practical application

Reflection and Tasks	• Clarity • Cooperation	• Determining your strengths and weaknesses • Learning via experience	Reflection should emphasize what has been learned and the evidence for that learning.

Training Session Supplies:

Markers, flipcharts or smart board, colored sticky notes, wide adhesive tape, printer, and Internet-connected laptops that include Microsoft Office.

Duration of the Training Session: 120   min

Implementation plan

Access Card (20 min)

At the beginning of the session, it is recommended to ask the participants which program they consider the best for managing daily expenses among the options available in Microsoft Office. Once you get the answers, you can focus on Microsoft Excel and ask them to create a table of daily expenses using the Pivot Table feature.

After 20 minutes, invite a participant to demonstrate how to use this feature in Excel. Then, explain that today›s session will cover Microsoft Office and email and be a collaborative learning experience for everyone involved.

Understanding and information (40 min)

Before beginning the activity, it›s essential to communicate to the participants that computer and information technology skills are crucial in today›s job market and entrepreneurship.

Divide the participants into small groups and be tasked with creating presentations on Microsoft Office and email.

Use an interactive technique to divide the large group into five small groups and ask them to define roles within their groups. Remind participants that they have only 25 minutes to create their presentations.

Note to the trainer: If the participants› proficiency level in using office programs could be more substantial, distribute appendices 5-1 to each group based on the corresponding appendix title.

- Seven advanced skills in using Microsoft Word.

- Clarifying the list of slide transitions, slide shows, and types of saving presentations.

- Explanation of three lists of formulas in Excel.

- Presentation and clarification of email templates, Email signature, Email tracking, and using Google Drive.

- Rules for using ChatGPT to write an email.

Program Exhibition

Once the designated time has elapsed, kindly Ask the speakers to come forward and stand in front of the audience with a sign displaying the title of their topic. This will be done on behalf of their respective groups.

Next, encourage the participants to explore the program exhibition and select where they would like to improve their skills.

After 15 minutes of discussion and exploring the exhibition, let the participants know they can apply what they have learned in the next section of the training session.

Share your experience with the programs and how they helped refine your skills and obtain job opportunities.

Practical application (55 min)

The first step is to divide the participants into pairs. Each pair then selects one of the following tasks to work on:

Email the manager summarizing the most crucial work achievements during the day (assuming a workday for the team) and send the file in Word and PDF format via Gmail.

Send a complaint to everyone via Gmail regarding an employee›s poor handling of trainees.

Send an email responding to a citizen›s inquiry regarding the services required at the health center.

Organize a group of files using Google Drive.

Create a CV using ChatGPT.

Develop a community initiative budget of 1,500$.

Create a -10slide presentation on an entrepreneurial project idea.

After selecting their task, each pair will choose a speaker and present their practical experiences. Provide the group with feedback on the outputs.

Reflection and Tasks (5 min)

At the end of the session, it is essential to discuss by asking the following questions:

What is the significance of mastering using Microsoft Office to enter the job market?

What are the skills that were learned during this session?

Participants should be encouraged to learn the following topics on their own and share their experiences with the larger group during discussions via WhatsApp or in the coming days:

Technical writing programs, correct and vocalize to me.

- Power BI program

Appendix -1 Top 9 tips for using Microsoft Word

1. Document page numbering

The Word program offers several formatting options, such as numbering pages, adding headers and footers, and modifying the first page›s format. You can quickly achieve this by selecting and clicking on the box next to a different first-page design before executing the command on all pages except the first page. Properly formatted pages provide your file with a beautiful and cohesive look.

2. Getting rid of undesirable formatting.

We will point to it even if it is simple because you may need it. Select the text and press Ctrl + Space. This will remove any unwanted formatting from the selected text.

3. Check paste options

Transferring content from other sources to Word will retain the same formatting. However, if you wish to change the assigned text›s format to match the Word document›s formatting, click the ‹Office› button, select Word Options, then click the Advanced section. Look for the ‹Cut, copy, and paste› options, and use the four dropdown menus to select the default paste format. You can also choose the Show Paste Options Button› to avoid popups when setting these options.

4. Specify line spacing

You can specify the space between lines in your Word document by selecting the text, right-clicking, and selecting the ‹Font› option. Then go to ‹Widths› and choose new numbers from the drop-down list. You can also adjust the spacing manually.

5. Manage two Word documents simultaneously

You can manage and compare two Word documents simultaneously by going to ‹Review› and selecting ‹Compare.› A compare dialog box will appear, allowing you to browse and select the documents you wish to compare. You will see two fields for each document: one for the original document and the other for the modified document. If you want to reach more than two documents, click on the ‹More› option, and the selected documents will appear on the screen side-by-side.

6. Using ‹Spike› feature

The ‹Spike› feature is similar to a clipboard, where you can collect multiple contents you want to paste into the document. After selecting the text, press Ctrl + F3 to paste it inside the spike. After collecting all the contents, paste Ctrl + Shift + F3 into a Word document.

7. Random text in the document

You can input random text into the document by typing ‹=rand()› after pausing the mouse cursor at a specific place and pressing Enter. This procedure is different in Word 2007, where ‹rand()› is replaced by three paragraphs, each of which you can use to change something specific in the document›s appearance. If you encounter difficulties inserting random text into a Word 2007 file, select the Office button, choose Word Options, and then select Proofing. In Word 2003, select AutoCorrect Options from the Tools menu to insert random text, then select the ‹Replace text as you type› option.

8. Using ribbon toolbar

If the ribbon toolbar takes up too much space on your screen, you can minimize it by clicking the arrow at the end and selecting ‹Minimize.› You can also double-click on any menu to reduce them or press Ctrl F1 to hide/show them.

9. Page design

To enhance your Word document›s appearance, you can format and add watermarks to the page and different shapes for the page borders from the Page Layout option. You can choose and format the watermark and change the background color through ‹Page Color.›

Preparing a Word document does not only mean that you place a group of information and texts inside it, but it also means that you schedule it in a beautiful and organized manner. You can create a beautiful and organized document by aligning the text and identifying important points, words, and numbers in different fonts and colors.

Appendix 2: How do I make a professional PowerPoint presentation?

What is PowerPoint?

PowerPoint is a popular program from the (Microsoft Office) package, allowing us to create electronic presentations easily and add many features, such as audio files, images, video files, and multiple intelligent and geometric shapes. It helps teachers and students, who mainly rely on this program, to display their projects and files containing information, including studies and research, and it helps them explain. It is an attractive way to draw the attendees› attention, mainly if its features are used effectively. Hence, the slides become highly coordinated in explaining and clarifying the information for the lessons. It should be noted that the (Microsoft Office) package contains many other programs, and each program has its function, the most important of which are: (Word/Excel/Access)

Tips before you start creating your presentation:

Define your audience: Select the category to which you will direct your presentation and information. Whom will you talk to? How well do they know the idea you want to pitch?

Gather the content of the offer: Before creating the presentation, gather all necessary information, data, and supporting media, including images and audio and video files.

Plan then Design: When creating a presentation, start by clearly defining your objectives and organizing your information into a layout:

How to create a presentation:

You can begin designing after completing the layout and gathering the necessary information.

– To get started, open the Start menu at the bottom of your screen and launch PowerPoint. From the Microsoft Office dropdown list, select Microsoft PowerPoint.

– You›ll see an empty slide with space to add a title and subtitle, which you can use or delete. If you don›t want to insert text, pick an appropriate title.

– Choose the slide design that suits your presentation to prepare the initial model of the presentation. This is done through the Design menu.

– Be sure to introduce yourself on a slide so your audience can identify and communicate with you.

- Then, give a brief introduction or summary explaining your project›s general idea.

- Next, add new slides using the New Slide icon in the Home menu. Start by explaining the topic in detail, as this is the central part of your presentation. This article has many tips to make your content more engaging.

- If necessary, support your project with data, tables, and supporting tools such as images, videos, audio files, pie charts, and graphs.

- Finally, add motion and sound effects to enhance your presentation, but avoid annoying or inappropriate sounds.

- Try to choose an appropriate and brief conclusion,

- Insert a slide to receive questions from the audience.

- After completing the presentation and verifying all the information, save what you have completed; from the File menu, choose the Save As command.

- Enter a name for the display and the location to save it for easy access.
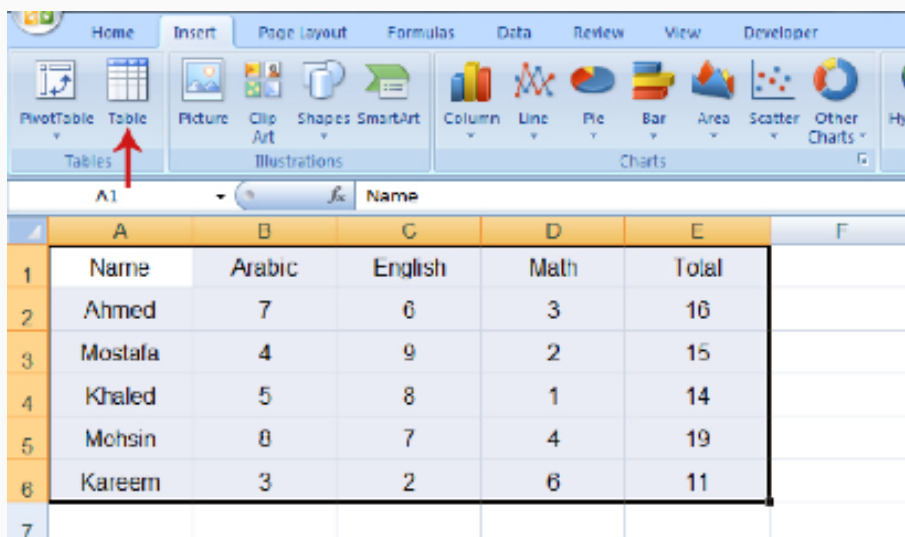

Tips while writing content:

- When creating slides, keep formatting clean and simple by avoiding over-decoring bullets. This ensures clarity and avoids distracting your audience:

- Use high-resolution images and graphics.

- Choose the colors well, using transparent stains that are not harmful to the eye.

- The type of font is appropriate to the nature of the topic.

- Written format, such as using bullets or numbers without exaggeration and leaving enough space.

- Be brief: keep your explanation concise, and do not add anything extra so the audience does not get bored.

- It›s essential to avoid accumulating too much information on a single slide. Ensure your paragraphs are short, each not exceeding three or four lines. Additionally, ensure that any sound effects, animations, and backgrounds you choose are appropriate and proportional to the content of your project. Avoid making the speed of the animation effects too fast or slow; instead, pick a moderate pace. Lastly, be mindful not to create more slides than necessary for your presentation.

Appendix No. 3 - How to make a table in Excel

It is necessary to format your Excel spreadsheet to present your data in an organized and visually appealing manner. Luckily, Excel offers a wide range of pre-made table designs. This lesson will explore how to create a professional-looking Excel spreadshee

	Name	Arabic	English	Math	Total
1	Name	Arabic	English	Math	Total
2	Ahmed	7	6	3	16
3	Mostafa	4	9	2	15
4	Khaled	5	8	1	14
5	Mohsin	8	7	4	19
6	Kareem	3	2	6	11

Assuming the following data represents grades for three academic subjects (Arabic, English, and Math), calculate the total score for each student
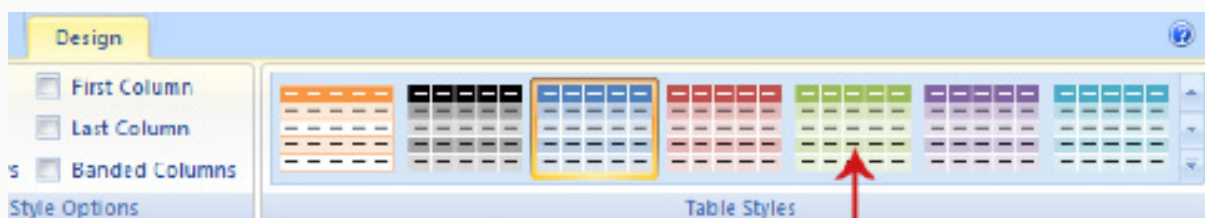

Select the range containing the table data, the field A1:E6, then go to the Insert tab and click on Table.
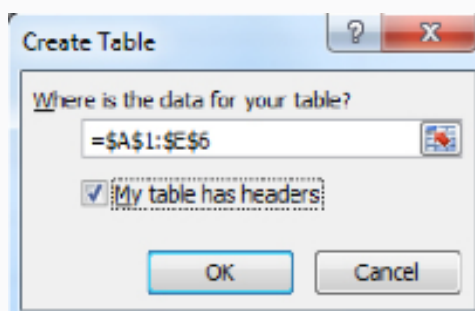
Before proceeding, a dialog box will appear seeking confirmation for the data range you want. Check if it is A1:E6. Also, note that the «My table» headers option is activated. This option implies that the first row of data will contain the headers. Once you have verified the above information, click the OK button.

The data will be formatted as a table with an attractive appearance.

You can change the table format to any other form by moving to Design and choosing the structure from the Table Styles group.

The table format will be changed to the design you chose.

Appendix -4 Email Sending Protocol

These are the most critical tips when sending a message to an email

It is essential always to include a title when sending an email. A crown not only saves the email from getting lost but also shows that you are detail-oriented and attentive. In addition, a clear title conveys the message›s content and encourages the recipient to open and read it.

Use «Mr.» or «Mrs.» before their name when addressing someone. Before sending the email, double-check the recipient›s name, as misspelling can be frustrating for both parties.

Every business email should include a greeting and conclusion. Avoid making linguistic and grammatical errors, which will make you appear unprofessional.

When asking someone for something, be polite and use words like «please» or «kindly,» and always remember to say «thank you» at the end.

Finally, be direct with your requests and avoid speaking generally in emails. Clarity is critical, and it can save both parties time and effort.

Appendix -5 How do you write an email in Gmail using ChatGPT AI?

First, install the ChatGPT Writer extension on your Chrome or Microsoft Edge browser
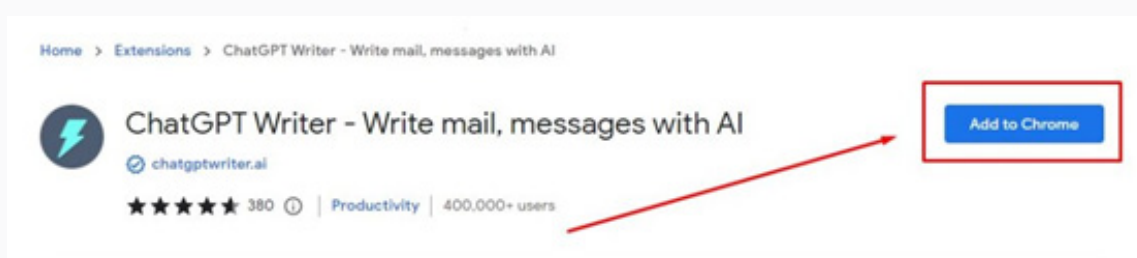
Now log in to ChatGPT if you already have an account or create a new account.

Now open Gmail on your browser, click on the "Compose Message" tab, and see the ChatGPT Writer icon.
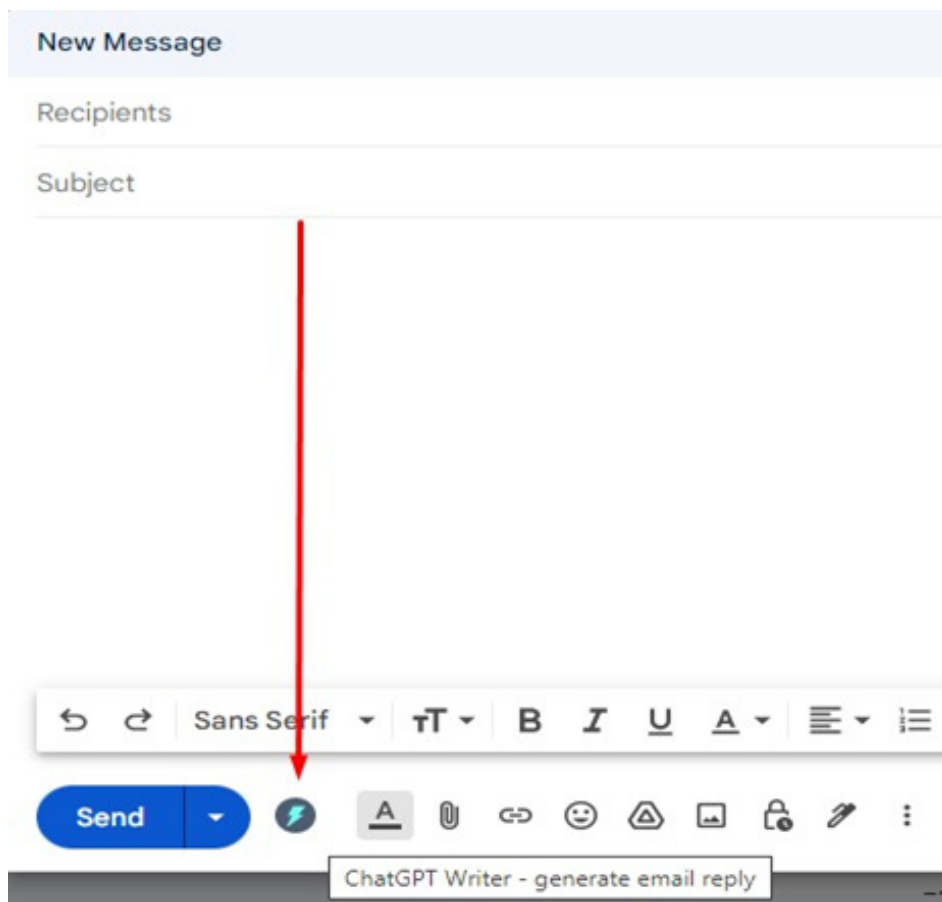
When you click the ChatGPT Writer icon, a window opens where you can input your message›s topic. Then click «Create Email»."

Session 40: Creating Your Brand

Objectives of the Session

At the end of the session, Participants will have the ability to:

Understand and determine ways to promote and market oneself professionally

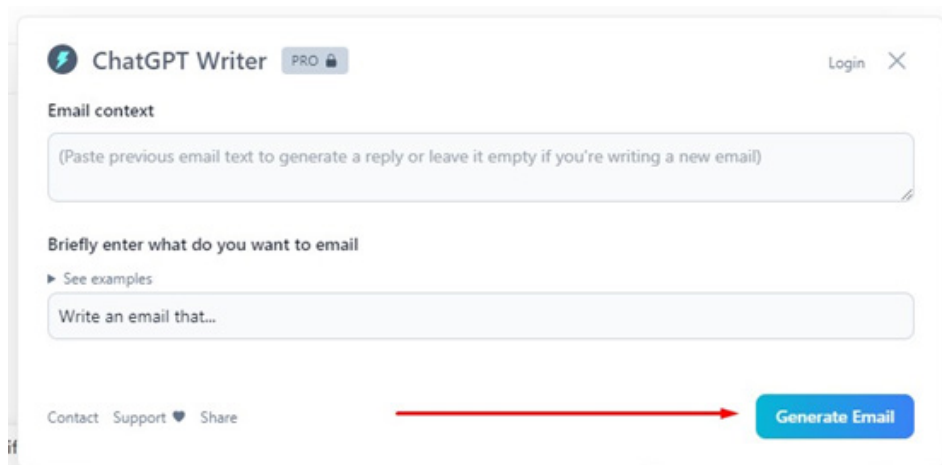Identify competitive advantages and character strengths

Develop soft skills to build a solid online presence.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and Perseverance • Opportunity Exploration	This activity will reinforce the importance of building a personal brand in a specific professional field.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Adding value to ideas • Motivation and perseverance • Vision	This activity aims to help participants identify the gap in building a personal brand, contribute to identifying points of strength and excellence, and overcome weaknesses.
Practical Application	• Cooperation • Reflection	• Opportunity Exploration • Vision • Self-awareness and Self-Efficacy • Collaboration with Others • Motivation and perseverance • Learning via experience	This activity explores capabilities by identifying strengths and weaknesses and promoting excellence as a personal brand.
Reflection and Tasks	• Creativity • Reflection • Clarity	• Self-awareness and Self-Efficacy • Motivation and perseverance • Learning from experience	This activity stimulates deep thinking about how to build a personal brand.

Training Session Supplies:

Markers, flipchart or smart board, A4 white and colored paper, laptops connected to the Internet

Duration of the Training Session: 90 min

Implementation plan

Access Card (15 min)

talk about your journey into the training world and explain how you market yourself to establish your identity as a professional coach.

Outline the objectives, titles, and activities of the training session.

Ensure all the participants know each other›s specialties and fields of work.

Create a PowerPoint presentation featuring influential international figures and ask the participants what they know about each one.

Display up to 10 sports, scientific, and artistic figures who have significantly contributed to humanity.

Ensure that the characters you choose are well-known.

Understanding and Information (15 min)

To explain the concept of a personal brand, you can ask a participant to leave the room and then ask the remaining participants what they know about them.

You can then define building a personal brand as an attempt to improve one›s name, skills, and professional expertise to impress potential clients and earn their confidence in one›s services.

Ask the participants to search for their names on Google and compare their experience to searching for Bill Gates.

Then, explain the concept of the personal score gap and encourage participants to reflect on what they know about themselves and what others know about them.

> What do I know about myself ?

> What do people know about me ?

Through it, it is possible to identify the gap in the personal mark and bridge it by defining a clear plan.

Talk about personal skills (skills, knowledge, experiences, and relationships)

Talk about the 5 X 1 theory, which tells people about yourself by reviewing (who you are, your skills, experiences, achievements, and points of excellence) in a minute.

Explain that when writing your BIO, focus on mentioning the following:

Your field of work

Your practical experiences

The services you provide

The most prominent achievements you have achieved

Your interests in the field of work

The most prominent projects in which you achieved high results in your field

Explain how to create a personal branding plan.

What is your passion?

What is your plan for this month?

What are your services?

How do you promote your services?

What is your vision?

What are your values?

What is your image in people›s mind

What is your most famous saying?

Practical application (40 min)

Explain the rules of personal brand recognition to the participants.

Ask all participants to stand facing each other for 5 minutes. Instruct them to draw one another without worrying about creating professional drawings.

Once the drawings are complete, ask participants to throw their papers on the ground and randomly choose one.

Have everyone form a large circle while holding the chosen drawing of another participant.

Ask each participant to guess which drawing belongs to which participant, allowing only one guess. Once the correct answer is revealed, ask the guesser how to identify the picture.

After everyone has guessed the owner of their drawing, start a discussion about the importance of self-promotion, even in small settings. Then, ask the entire group a question.

Finally, ask participants to identify their strengths and what sets them apart from others based on the drawing they made of their partner. Choose two participants to present their findings to the group.

While performing the exercise:

In the first stage, divide the participants into pairs and allow them to discuss their ideas after completion.

In the second stage, ask them to form a large group in a circle after they finish drawing.

It›s essential to follow social distancing guidelines, so ensure each person is at least one meter away from the next person.

You›ll need A4 white and colored sheets for this activity.

Explain to the participants that this exercise will help them understand others better and identify their self-marketing skills.

After completing the activity, distribute Appendix 1›s worksheet to the participants and give them 20 minutes to fill it out and work on it.

Finally, ask for a volunteer to share and comment on the results.

Reflection and Tasks (5 min)

At the end of the session, create a discussion by asking the following questions.

What skills do you have enough to market yourself?

How can you become a social influencer?

Ask the participants to write stories about their lives and post them on social media to encourage them.

Your brand begins with a clear image of your identity, including strengths and weaknesses used to your advantage.

The personal «brand» gap.

By answering these questions, find out the gap between what people know about you and what you know about yourself.

Mention three things you know about yourself.

_____
_____
_____

Name three things that others do not know about you.

_____
_____
_____

All humans share human capital consisting of four main elements

What are your skills?

Current skills	What are your skills?
Future skills	What skills do you want to acquire?

What are your experiences?

The field	What area do you have experience in?
Years of Experience	Years of Experience?
Volunteering/field training	Talk about your volunteering experience.

What are your acquaintances?

Learning resources	How do you learn?
Book	The last book you read
Course	Last Course learned
Podcast	What is your favorite program?
YouTube channel	What channel do you always watch?

Who is your relationship network?

Institutions	How many institutions do you know?
Well-known personalities	Mention three people in your field who know you.
Memberships	Are you a member of related organizations in the field?
Your circle	How many Facebook/Instagram friends do you have? Do you have a client database?

Mention your strengths

Strengths	What are my strengths?
	What are the strengths that others see in me?

Mention your weaknesses

Weaknesses	What are your weaknesses?
	How can I overcome it?

What distinguishes you from others?

Personal	What are the personal qualities that make you unique?
professional	What are the professional qualities that make you unique?

Session 41: Self-Employment through Social Networking Sites

Objectives of the Session

At the end of the session, Participants will have the ability to:

Identify ways to use social networking sites in self-marketing

Understand freelance skills through social networking sites

Determine requirements for using social media sites

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Cooperation • Clarity	• Collaboration with Others • Vision • Opportunity Exploration • Motivation and Perseverance	The introductory activity aims to understand more about the opportunities for using social networking sites to obtain job opportunities by reviewing the advantages and ways to get work through these sites.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Adding value to ideas • Motivation and perseverance • Vision	The activity supports the study of available opportunities by answering questions to evaluate the participants' use of social networking sites. In addition, this activity contributes to creating a clear plan.
Practical Application	• Cooperation • Reflection • Clarity	• Opportunity Exploration • Reveal needs • Self-awareness and Self-Efficacy • Collaboration with Others • Motivation and perseverance • Using the media effectively • Learning from experience	This activity helps participants identify potential customers and ways to target them effectively through communication by sending marketing messages that encourage joint action.

Reflection and Tasks	• Creativity • Reflection • Clarity	• Self-awareness and Self-Efficacy • Motivation and perseverance • Learning from experience	This activity encourages participants to use social networking sites to obtain job opportunities

Training Session Supplies:

Flipchart, markers, A4 white and colored paper, wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (20 min)

In the session, you will be informed about the objectives and time allocated to it, along with the titles and activities included.

You will witness the experience of obtaining your first client through social media sites. We will discuss the methods to find potential clients, the nature of the presentation, and share the experiences of other young people in obtaining jobs through freelancing platforms.

Towards the end, you will be asked to answer questions. Please use «1» for «yes» and «0» for «no» to answer these questions.

#	Questions	0/1
	Do you have an official availability on social media?	
	Do you have an account on Linkedin?	
	Are you a member of job search groups?	
	Do you have more than 1,000 followers on Twitter?	
	Do you write marketing content about yourself?	
	Do you provide educational content in your field to others?	
	Are you constantly searching for jobs on social media?	
	Did you get jobs online?	
	Have you tried sending a cover letter about yourself to potential clients?	
	Do you have any online exhibitions?	
Total		

After finishing the task, instruct the survey takers to tally their responses. If the tally falls between 6 and 10, the participant has been marketing themselves effectively online. However, if the score is lower than 6, the participant should consider improving their online marketing skills.

Understanding and Information (30 min)

This template explains how to prepare and make a social media marketing plan.

Channels	Current situation	Future situation
Facebook/Instagram	Number of followers/likes? What do you post? Latest post	
Twitter	Number of followers? What do you post? Latest post	
LinkedIn	Is your profile ready? Number of followers? What do you post? Latest post	
WhatsApp/Telegram	The number of groups? What do you post?	
Remote hiring	Have you applied for jobs through remote employment sites?	
E-mail	How many potential clients? How many campaigns have you launched?	

Please explain how to create a brand on social networking sites and provide a case study using Twitter.

Additionally, describe the strategies for finding job opportunities through Twitter.

You may choose any other social networking site as an alternative case study.

Practical Application (35 min)

Ask each participant to create a marketing message showcasing their skills and experience, including a link to the business model:

| planning and preparing for the show | executing the presentation | answering questions from the audience |
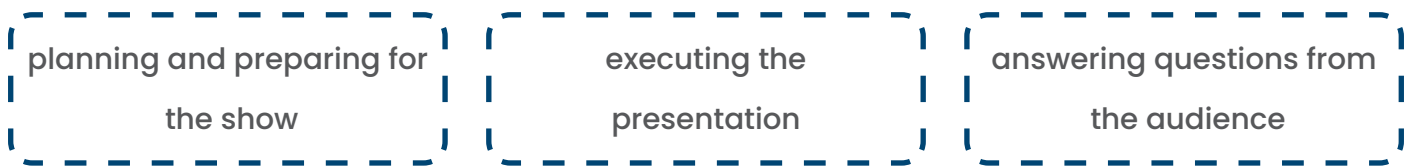
Practical example

> Welcome, my name is Islam
>
> As a designer, I create innovative logos with beautiful colors and designs. I have over six years of experience in logo and brand design, and I prioritize stylish and attractive designs.
>
> Working with me would be a great fit if you are looking for fast delivery and reliable follow-up.
>
> Attached are samples of my work.
>
> https://mostaql.com/u/islamksalah
>
> Contacts:
>
> WhatsApp No.

Explain to participants that they will be using this form:

Direct marketing message

Write a message not exceeding 100 words in Arabic/English

Upon completing the letter, participants are requested to search for potential customers and target them with follow-ups and marketing messages.

Reflection and Tasks (5 min)

At the conclusion of the session, initiate a discussion by posing the following questions:

What skills are required to promote and market oneself on social media successfully?

Have you developed a comprehensive plan to target and reach potential customers?

Encourage participants to actively seek out and engage with new customers on social media   platforms.

Session 42: How to Market Yourself on Facebook and Instagram

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Understand and identify ways to obtain job opportunities through Facebook and Instagram.

Understand customer analysis and selection for targeting.

Understand how to target potential customers.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Opportunity Exploration • Motivation and Perseverance	The introductory activity aims to understand further the opportunities for using Facebook and Instagram to obtain jobs.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Motivation and perseverance • Collaboration with Others. • Use the media effectively • Expand your network	The activity demonstrates how to use Facebook and Instagram to obtain jobs by explaining the characteristics of using each platform.
Practical Application	• Cooperation • Reflection • Clarity	• Opportunity Exploration • Self-awareness and Self-Efficacy • Collaboration with Others • Using the media effectively • Learning from experience	This activity contributes to making the most of Facebook and Instagram, searching for potential clients, and targeting them for job opportunities.
Reflection and Tasks	• Creativity • Reflection • Clarity	• Self-awareness and Self-Efficacy • Motivation and perseverance • Learning from experience	This activity encourages participants to search for better ways to use Facebook and Instagram effectively.

Training Session Supplies:

Flipchart, markers, A4 white and colored paper, wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Prepare a PowerPoint presentation highlighting the significance of using Facebook and Instagram for marketing.

Show successful Facebook and Instagram accounts as examples and discuss how they have built their identities.

Initiate a discussion with the attendees about the factors that led to their success and how they can achieve the same level of success.

Also, ask a participant to share their experience with Facebook and Instagram.

Understanding and Information: (25 min)

Explain how to use Facebook/Instagram accounts in marketing, as shown in the following table:

mission	Details
1. Personal account management	Manage an account on Facebook/Instagram, and pay attention to showing a solid personal identity by adding a cover, profile picture, and clear description.
2. Manage pages and groups	Manage Facebook pages/groups to reach the most significant possible number of target audiences
3. Content management: "writing, designing, publishing."	Writing content suitable for the Facebook / Instagram audience Posting permanently
4. Use hashtags, mentions, and tags	Using the hashtag # in Instagram posts increases interaction by at least twice. Adding some accounts, such as mentioning and tagging some tweets to spread.

5. Increase the number of followers	Launching interactive competitions Launch ads to increase followers
6. Managing dialogues and responses with the public via the Twitter account	respond to public comments/dialogues,
7. Content design	Design various content, including video , motion graphics, infographics, GIFs, and regular design.
8. Managing sponsored ads and publicity	When necessary, use sponsored promotions on Facebook/Instagram and contract with strong pages to support the account. Create a network of high-following accounts to increase content reach.
9. Develop performance and investment return reports.	Develop weekly and monthly reports on account performance

Practical application (45 min)

Ask each participant to follow the most prominent hashtags in the field by searching on Instagram.

What is the most used hashtag in your field? Mention 3 of

Ask each participant to search for accounts (Facebook/Instagram) in their field and follow them.

Find the top 3 solid and supportive accounts in your field.

Ask each participant to search for pages/groups offering remote job advertisements.

Search for the top 3 accounts/groups advertising jobs.

When searching

Introduce yourself to others

Provide free services -Display your work

Ask the participants to request support from large accounts by requesting, for example, sharing content and so on

Ask to share content.	Ask powerful accounts/pages to share your content Write three suggested reports/pages- - -
Consultation letter	Please send a private message to a follower and ask for his opinion about your services. Suggest three accounts - - - How was the feedback?

Reflection and Tasks: (5 min)

At the end of the session, lead a discussion by asking the following questions.

Do you have sufficient skills to use Facebook/Instagram in marketing?

How do you evaluate your Instagram account?

Ask the participants to write marketing content and publish it on Facebook.

Session 43: Freelance Websites (i.e. Mostaql)

Session objectives

At the end of the session, Participants will have the ability to:

Understand and identify ways to obtain job opportunities via Mostaql

Write proposals for jobs.

Understand methods of contracting with remote clients.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Clarity	• Opportunity Exploration • Motivation and Perseverance	The activity aims to review the experiences of others in using freelancing platforms to obtain job opportunities and encourage participants to use these platforms to search.
Understanding and Information	• Creativity • Clarity	• Opportunity Exploration • Collaboration with Others • Learning from experience • Expand your network • Learn how to learn	The activity explains using Facebook and Mustaqil to obtain external contracting opportunities by targeting potential clients and writing a proposal that attracts them to joint work.
Practical Application	• Cooperation • Creativity	• Opportunity Exploration • Self-awareness and Self-Efficacy • Collaboration with Others • Working independently • Learning from experience	This activity supports independent work by providing alternatives that help you do so by using Mustaqil as a reliable model in the Arab world for searching for projects with good financial returns.
Reflection and Tasks	• Creativity • Reflection • Clarity	• Collaboration with Others • Working independently • Motivation and perseverance • Learning via experience	This activity encourages participants to search for job opportunities via Mustaqil.

Training Session Supplies:

Flipchart, markers, A4 white and colored paper, wide adhesive tape.

Duration of the Training Session: 120   min

Implementation plan

Access Card (15 min)

A PowerPoint slide or a short video showcases successful freelancers from your surroundings. You can obtain this list from the «top-rated» section of different freelancing platforms.

After this, please discuss with the attendees the factors that led to their success and how they achieved their goals.

Lastly, ask one of the participants to share their experience of trying to find a job from remote employment sites.

Understanding and information (40 min)

Remote work has become increasingly important in recent times due to the digital transformation that has taken place.

Check out this definition!

«Remote work allows business owners to work and manage work outside the traditional office environment and is based on the concept that work can be performed successfully from any location.»

Mostaqil is a platform that connects companies and project owners in the Arab world with the best professional freelancers, ensuring that the project is completed perfectly.

This is a great way to get remote jobs and work from anywhere in the world.

Talk about how to understand customer profiles and choose the right target customer.

When writing proposals related to bringing projects/jobs via Mostaqil, providing examples of successful letters can also be helpful, and review Appendix 1 and Appendix 2 for further guidance.

Give tips for negotiating with clients and closing deals.

Talk about how to implement projects and receive payments.

Practical Application (60 min)

Participants must create a Mustaqil account, complete their profile, and upload all necessary business documents.

Participants should filter the search for field of work and required projects, then choose appropriate projects.

Participants should draft a business proposal, which the organizer should review before sending it out, and the organizer should add their touch.

To evaluate the participants› experience, ask them about the results of their interactions with customers. If a customer does not respond, encourage the participant to try again with another customer. Additionally, provide any necessary assistance to help the participant complete the task successfully.

Help participants close deals by following up on their dialogue with clients.

Leave room for participants to submit requests for other projects and follow up on completion.

Reflection and Tasks (5 min)

At the conclusion of the session, lead a discussion by asking the following questions.

What are your skills for using Mostaqil?

Have you applied for jobs through remote employment sites?

Ask the participants to submit for jobs in Mostaqil.

Appendix 1: Worksheet

What are the files required to be processed for remote work sites?

√   Your CV in English

√   Your official profile picture

√   Your Bio

√   Other

How many jobs have you applied for?	
Were the results good?	

Business writing

One of the most essential skills you need to practice in freelancing online is business writing, especially writing proposals (technical and financial proposals).

Proposed components

Cover	Type the project title/sent to/submitted by/ date
Introduction	Write a summary of the presentation.
Methodology	What are the stages of project implementation?
work plan	What is your plan for implementation?
Budget	What is the expected budget?
Attachments	Add your CV and work samples.

Writing a Quotation

If the project is small, it is sufficient to submit a quotation, which includes the following:

Mission	Unit	Number of units	Unit cost	Total
What activity is offered?	Standard or task scale?	Number of tasks?	Price per unit	Total cost (number of units * unit cost)

Appendix 2

How do you write a quotation that attracts customers?

As you browse the profiles of successful freelancers on Mostaqil, you may wonder how they landed their first project in this highly competitive market. The answer lies in the three factors that business owners consider when hiring a freelancer: quality, price, and time.

In simple terms, project owners look for a professional freelancer who can complete their project with high quality and attention to detail within a short time frame and at a reasonable price. To stand out and write a winning proposal, it›s essential to keep in mind the following tips while crafting your quotation.

1. Read the project description carefully.

It›s essential to carefully read all project details, no matter how small, as customers tend to include everything. This will help you assess whether you have the necessary experience and skills to complete the project to a high standard and in a distinctive style. If you need more clarification about your abilities to deliver the best results, it›s essential to be honest and communicate any concerns with the customer.?

Are you taking more time than the client specified for the project? Or are you confident that you can finish the project before the deadline? Also, are you comfortable with the price offered by the client, or do you think you deserve more? By answering these three questions, you can determine whether you should submit a proposal for the project. Once you have responded to these questions, you can move on to the next step.

2. Stop flattering yourself

It›s essential to understand that customers are primarily interested in getting their work done efficiently and effectively rather than knowing about your qualifications and achievements. Therefore, if you want to create an offer that appeals to customers, you should focus on demonstrating your understanding of the project requirements and ability to execute the task precisely.

For example, suppose a client requests a logo design for a restaurant or cafe. In that case, your offer should be brief, explaining to the client your ability to design a creative logo while providing all details related to the design, such as the color codes used, trademark guide, and so on. When a client asks for a logo design for their restaurant or cafe, your offer should explain your ability to design a creative logo, along with all the necessary details, such as color codes, trademark guide, and other related aspects. Avoid starting by introducing yourself, your experiences, and your studies, especially if they are not relevant to the project›s nature and requirements.

3. Be realistic

To write a proposal that attracts customers, it›s essential to be realistic and not rely on mechanical templates. Using the same generic language for every project can make clients feel like you need help understanding their specific needs and that you won›t be able to execute the project effectively. This is a perception that you should never give off when submitting a proposal to a potential client.

Be realistic. Suppose the project takes five continuous working days, and the client specified the implementation period as 15 days. In that case, you should choose a practical period sufficient to complete the project with high quality. Refrain from writing that you can complete the project in 5 days simply because you need to know what challenges or emergencies you may face during work.

Also, be realistic in estimating the project price. The client will specify in the project card the average proposed budget for implementation; do not write the highest price when you have yet to receive your first project.

For example, suppose the project budget ranges between USD 25 and 50. In that case, you must set the lowest price you deem appropriate to implement the project because if you do not compromise at the beginning, you will not get your first project until after a long time.

4. Provide suitable business models

It can be challenging to convince a client of your ability to implement their project when you need a track record of successful projects or evaluations from previous clients. However, you can leverage your previous work models to showcase your skills and capabilities to the client. One way to do this is by adding examples of your previous work to your independent website work gallery. This will allow potential customers to view your work and gauge your expertise.

When submitting your offer, you can provide a working model similar to the attached project. If you do not have any previous models, please indicate in your request that you will give a trial model of the project. This will allow the client to measure the quality of your work. If the client approves the trial model, it will be included in the project work plan. If the client disagrees, kindly ask for feedback and consider it for future projects.

To conclude, implementing these steps in a way that distinguishes you from other freelancers and is appropriate for each client and project can effectively write a proposal that attracts clients. We would love to hear your thoughts about these tips in the comments. Do you believe they are appropriate, or do you have other steps to follow?

Station VII: Design Thinking

Session 44: What is Design Thinking?

Training session objectives:

At the end of the session, Participants will have the ability to:

- Understand the concept of Design Thinking.

- Compare traditional thinking and Design Thinking.

- Identify the different stages of Design Thinking.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Creativity • The Real World	• Creativity • Adding value to Ideas • Learning via Experience • Taking the lead • Coping with ambiguity and Uncertainty	This activity aims to stimulate participants' ideas about Design Thinking.
Understanding and Information	• Clarity • Creativity	• Creativity • Determining your strengths and weaknesses • Taking the lead • Coping with ambiguity and uncertainty	This activity supports participants in learning about the importance of Design Thinking and provides participants with a detailed description of the concept of Design Thinking.
Practical Application	• Creativity • Cooperation	• Creativity • Adding value to Ideas • Mobilizing the Efforts of others • Planning and management • Self-awareness and Self-Efficacy • Effective Communication • Learning via Experience • Taking the lead	Participants should apply Design Thinking and learn about its different stages; the trainer needs to follow the work of the groups closely.

Reflection and Tasks	• Reflection • The real world • Value Creation	• Opportunity Exploration • Adding value to Ideas • Effective Communication • Learning via Experience • Taking the lead	Reflection should emphasize what has been learned and the evidence for this learning.

Training Session Supplies:

Pens, flipchart, colored markers, comprehensive adhesive paper, A4 white paper, timer, colored sticky notes.

Duration of the Training Session: 90 min

Implementation plan

Access Card (15 min)

Display photos of the logos of the following companies:

Oral B – Airbnb-TEDx -UberEats-

Ask the participants:

If they knew the origins of these companies.

Divide the large group into four small groups so that each group searches online for the story of these companies and is assigned a company.

After 7 minutes, ask the group spokespersons to share stories.

At the end of the event, tell the group that these companies rely on Design Thinking in developing their services and products and in solving their problems and challenges and that our session today will address the concept of Design Thinking.

Understanding and information (20 min)

Display the legend that contains the definition of the concept of Design Thinking.

Design Thinking is an iterative process in which we seek to understand the user, challenge assumptions, and redefine problems to identify strategies and alternative solutions that may take time to be evident with our initial level of understanding. In addition to recognizing, Design Thinking provides a list of answers to solve problems. Design Thinking is a model for thinking and working and a set of practical methods.

One of the most essential features of Design Thinking is that it is a human-centered Design, meaning that the designed solution must primarily serve humans. If the solution contains negative aspects that may affect human life in any way, then this is not considered Design Thinking.

Design Thinking depends on repetition, as well as the alternation between observation and reflection on the one hand and the development of ideas on the other hand. The picture turns into a project immediately whenever it is modeled and subjected to a field test, and every time, it is modified according to the feedback received by users or beneficiaries. The stages are repeated several times as an essential characteristic of Design Thinking.

Design Thinking is based on empathy, not sympathy.

Ask participants to distinguish between sympathy and pity.

Show the following canvas to the large group and explain that the thinking process is based on the following main components:
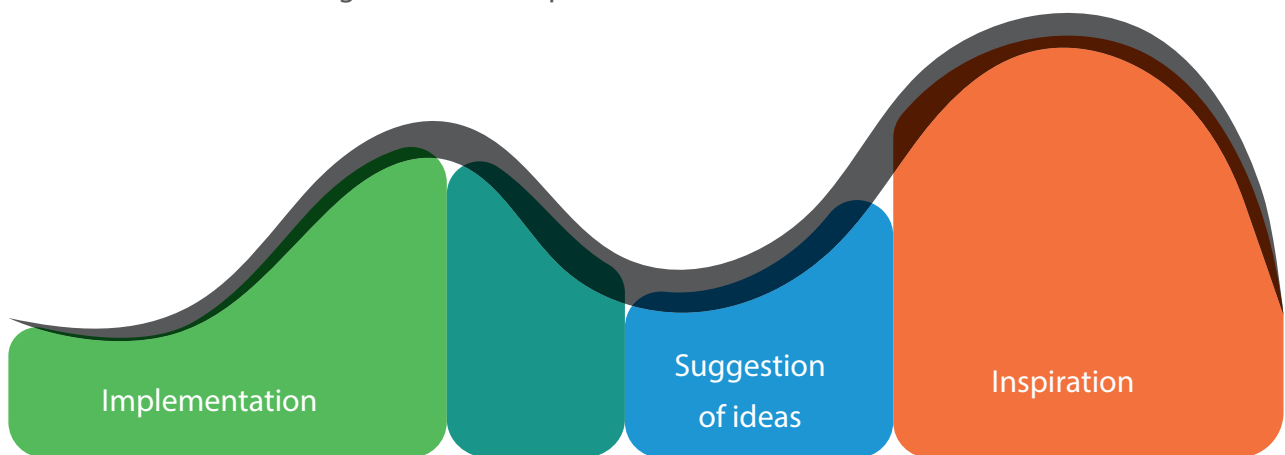
Inspiration: At this stage, you seek to understand people to learn about the needs and methods of facing these challenges. In this stage, as much data, stories, and ideas about the causes of the problem and its impact are collected as possible.

Suggestion of ideas: This stage is to make sense of what was collected in the inspiration stage. It was time to identify and test design opportunities if many ideas were collected.

Implementation: If the solution is found, it must be implemented on the ground.

Explain that the displayed drawing shows that the way of thinking is based on divergence and convergence. It is essential to present all feelings and ideas and go as far as possible with thought. Then, the team works on the intersection and puts thoughts in a realistic framework.

At the end of this section, explain that design thinking is used to solve problems and develop products and market campaigns in entrepreneurship, for-profit, and social development.

Divide the large group into four groups so that each group addresses and discusses one of the following topics and presents the outputs

- Importance of Design Thinking.
- mportance of Design Thinking in entrepreneurship

- Design Thinking mindset.
- Design Thinking stages.

Give the groups 10 minutes to discuss, research, and write the outcomes under each heading.

After the time is up, each group conducts its presentation.

Add the following after each presentation:

The importance of Design Thinking:

It is about a deep interest in developing an understanding of the people for whom we design products or services.

It helps us monitor and develop sentiments with the target user.

It helps us in the process of asking questions

It helps address unidentified or unknown problems.

It reframes the problem in human-centered ways, generates many ideas in brainstorming sessions, and adopts a hands-on approach to prototyping and testing.

Importance of Design Thinking in Entrepreneurship:

Focus on seeing the world through their customers› eyes;

Uncover real customer needs;

Generate ideas productively. Identifying which ideas apply to the market quickly and focusing on being more generative rather than purely analytical is essential. This is always a collaborative process and not a one-way street.

Improve the success rate of startups. By adopting the right approach, one can quickly identify and address product or service issues from the consumer›s point of view.

Design Thinking (Mindset), Learning from Failure, Executing and Doing, Trusting Your Creativity, Empathize, Embracing Mystery, Optimism, and Recurrence.

Stages of Design Thinking: Show the following image.

EMPETHIZE   DEFINE   IDEATE   PROTOTYPE   TEST   IMPLEMENT

UNDERSTAND   EXPLORE   MATERIALIZE

Tell the participants we will discuss the stages in the next training session in detail.

Empathize, define, innovate, prototype, test, and implement.

Reflection and Tasks (5 min)

Then, open the floor for questions from the participants.

Ask the participants to find examples of products, services, or projects using the Design Thinking method.

Ask the participants about their impressions of the concept of Design Thinking.

Ask the participants to write how this session could change their thoughts.

Session 45: Stages of Design Thinking

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Apply understanding of the stages of design thinking.

Realize the interconnection between the stages.

Practical application of the stages of design thinking within action groups.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Creativity • The Real World	• Adding value to Ideas • Learning via Experience • Taking the lead • Coping with ambiguity and Uncertainty	This activity aims to stimulate participants' ideas about the stages of design thinking.
Understanding and Information	• Creativity • Clarity	• Determining your strengths and weaknesses • Taking the lead • Creativity	This activity supports participants in learning about the stages of design thinking and provides participants with a detailed description of these different stages.
Practical Application	• Cooperation • Creativity	• Adding value to Ideas • Mobilizing the Efforts of others • Effective Communication • Learning via Experience • Taking the lead	For participants to apply the stages of design thinking and learn about its different settings.
Reflection and Tasks	• Reflection • The real world	• Adding value to Ideas • Effective Communication • Learning via Experience • Taking the lead	It should emphasize the importance of correlating what has been learned and what the evidence is with reality.

Training Session Supplies:

A printed copy of each of the four stages of Design Thinking, pens, flip chart, colored markers, wide adhesive tape, A4 white papers, and colored sticky notes

Duration of the Training Session: 90   min

Implementation plan

Access Card (10 min)

View the following legends quoted from Giant Companies:

TED: Humans quickly get into a routine and perform certain activities automatically. The habits created by our brains help us focus on learning new things quickly. However, the Design Thinker›s job is to notice the small things that matter and use them to inspire innovation through simplicity and routine.

Margaret Judd Stewart talks about the first three rules of design that are widely used, «i.e., Like and Share buttons on Facebook.» Understanding the power of website design that reaches millions of people daily is a great way to understand better the power of design thinking and its impact on your business if implemented

Jun Maeda talks about the complexity of design, technology, and art and gives us a glimpse into how we can use and simplify it. Presented funnily and engagingly, this talk further proves that simplicity is the ultimate sophistication!

Explain to the participants that today›s session introduced us to the different stages of design   thinking.

Understanding and information (25 min)

Before starting the training session, fix the design thinking stages on the wall sequentially so each paper has a title for a stage. Using circular brainstorming, divide the large group into five groups using colored Popsicle sticks.

Distribute the groups on the flipchart.

Each group writes a definition or steps to follow under each heading.

Groups can write directly on the flipchart or use the colored cards.

Please encourage them to act together.

After two minutes, ask the groups to rotate to the next stage, and so on, until all steps are completed.

After completing the presentations, summarize and add from the content below:

Design thinking stages and examples:

First stage: Empathy. The first stage of design thinking is empathy with the target audience who have the problem. It is the ability to feel them, sense their problems, and know their interests and ideas by putting yourself in their place as if you are one of them, integrating into their environment, and coexisting with them. Listen to their personal stories and situations to deeply understand their needs, realize the problem, and define it accurately. Tools for gathering information about the target audience include field research, interviews and dialogue, observation and monitoring, stories, and situations. At this stage, the focus is on the target audience›s needs, and solutions are omitted.

Steve Jobs, founder of Apple, says, "People don't know what they want until you show them what they want. That is why I never rely on marketing research. Our job is to read things that haven't been written on the pages yet."

Example: In one city, it was felt that there was a general problem in students' mathematics achievement. Decision-makers urged teachers to provide evening lessons in mathematics two days a week. Still, the achievement did not change because the problem lay in the low level of math teachers in dealing with the content of the new updated books. The solution here does not stem from empathy and coexistence with the target audience.

Second stage: Define the problem: Through the information you obtained about the target audience in the empathy stage, this data is now analyzed, and an attempt is made to define the problem accurately based on the information you collected. At this stage, a report on the real issue ends with a statement describing the problem in a specific, simple, and straightforward manner. You will develop simple, creative solutions if you spend time understanding and defining the problem.

Example problem: The problem is the low level of math teachers in dealing with the content of the new updated books.

Third stage: Ideate: After identifying the problem and defining it accurately, through the problem report prepared. Many ideas and solutions to this problem are generated and written in this stage. Try to make these solutions gradual, ranging from ordinary ones until you reach the required creative and innovative ones. You can cooperate with the target audience to formulate solutions and hear their ideas in this step. Tools that help generate ideas include brainstorming, drawing inspiration from successful experiences, mind maps, and drawing. Try to reformulate the problem into a challenge for the team through a question that leads to a creative solution. The proposed solutions must be desirable from the beneficiary›s point of view, technically applicable, economically feasible, and financially and socially sustainable.

Example application:

The problem: the low level of math teachers in the content of the new updated books:

Challenge: How can we make math teachers distinguished and creative in teaching the subject?

We are providing qualifying courses in new books in the educational institution building.

Creating an integrated synchronous and asynchronous training platform for new books in mathematics that serves teachers, allows the exchange of experiences with other teachers in other cities, and provides certificates of achievement and attendance.

Sending teachers to other cities and countries advanced in mathematics to study a qualifying program.

Fourth stage: Prototyping: After developing innovative ideas and solutions to the problem and choosing the best implementable solutions, a prototype of the proposed solution implementation plan is prepared, designed, and developed. The products and tools accompanying it are a prototype that can be modified, developed, and improved according to the results of piloting and testing the solution after the fifth stage. The model can be a structural drawing, scenario, representation, or simulation. Etc.

Fifth stage: Trying the Testing & Implementation: After the solution implementation plan, tools, and products are ready, the solution is now transferred from the planning and production stage to the trial and implementation stage on the ground. This is done with a target audience group to ensure its quality, economic and social feasibility, and relevance to the problem.

It is important to note that the stages of design thinking are non-linear rather than parallel or iterative stages of review, reform, and modification. The team may need to return to one or more previous steps to obtain more information about the target audience, redefine the problem, modify solutions, or create new ideas or prototypes.

Practical application (50 min)

Divide the participants into four groups.

Ask the groups to define the roles within each group.

Activity instructions: Each group will apply the stages of design thinking based on the following scenarios:

Bedouin communities in the Jordan Valley lack electricity, which causes a deterioration in the health of older people due to spoilage of medicines and the lack of refrigerators or places to store medication.

The communities in Masafer Yatta need toilets suitable for human use.

Lack of applied aspects in vocational training centers due to the ongoing closures.

The fourth group examines a problem faced by participants in the training hall and applies the stages of design thinking to it.

Give the groups 30 minutes to apply.

Please encourage them to use colored cards and involve the group in the discussion.

After the specified time ends, the groups make the presentation in front of the large group.

Just take one or two entries as feedback.

Explain to the participants that they will apply the stages to projects and ideas of their choice in the upcoming training sessions.

Reflection and Tasks (5 min)

Ask the participants how they feel about design thinking.

Motivate participants to answer: What areas can the design thinking model be used in?

Ask the participants to research a societal problem, develop a model for a product, or design a logo for an institution or company, and apply the stages of design thinking.

Session 46: Empathy

Session objectives:

At the end of the session, Participants will have the ability to:

Apply empathy strategies to understand the problem or challenge.

Develop community-networking skills.

Use different techniques to collect data and information.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • The Real World	• Creativity • Taking the lead • Adding value to Ideas • Learning via Experience	This activity aims to stimulate participants' thoughts about the concept of empathy.
Understanding and Information	• Creativity • Clarity	• Creativity • Determining your strengths and weaknesses • Taking the lead • Coping with ambiguity and uncertainty.	This activity supports participants to recognize the importance of understanding empathy. It gives participants a detailed description of empathy as a fundamental axis in the design thinking process.
Practical Application	• Clarity • Cooperation	• Planning and management • Learning via Experience • Taking the lead • Self-awareness and Self-Efficacy • Effective Communication	Participants apply empathy as an essential part of design thinking.
Reflection and Tasks	• Reflection • The real world	• Learning via Experience • Taking the lead • Opportunity Exploration • Effective Communication	Empathy is linked to reality through contemplation of it and our surroundings.

Training Session Supplies:

Pens, flipchart paper, colored markers, wide adhesive tape, white A4 sheets, sticky notes, and a legend that includes data collection methods.

Duration of the Training Session: 120 min

Implementation plan

Access Card (15 min)

On flipchart paper, Draw or display a picture of a young man or girl.

Request the participants to propose a problem or challenge the youth is encountering.

Distribute colored sticky cards to the participants.

Ask participants to write questions on flip chart paper to determine young men›s and women›s wants and needs.

Distribute colored sticky cards to the participants.

Summarize the large group›s input.

This involves using an empathy map, which the large group has already completed. During this session, we will focus on the first stage of design thinking - the empathy stage.

Understanding and Information: (30 min)

Ask the participants what activities we should do at this stage:

Ensure that the following is included if the participants have not already mentioned it.

Talk to a group of actual users.

Meet the experts.

Additional research online.

Observe their actions, thought processes, and desires first-hand.

Ask yourself questions such as «What motivates or encourages users?» and «Where do they feel frustrated?"

The aim is to gather sufficient feedback to empathize with users and their perspectives genuinely.

The primary objective of this stage is to comprehend their daily routine. The fundamental principle of this framework is to address their issues, not your own.

Empathy requires research to understand people›s actions, thoughts, and emotions.

Empathy is the entrepreneur›s ability to see things through customers› eyes.

Explain also that this information is placed in an empathy map.

Emotion maps quickly display user attitudes and behaviors. Empathy maps illustrate parts. Explain that an emotion map is a concise and understandable way to depict users› emotions and actions.
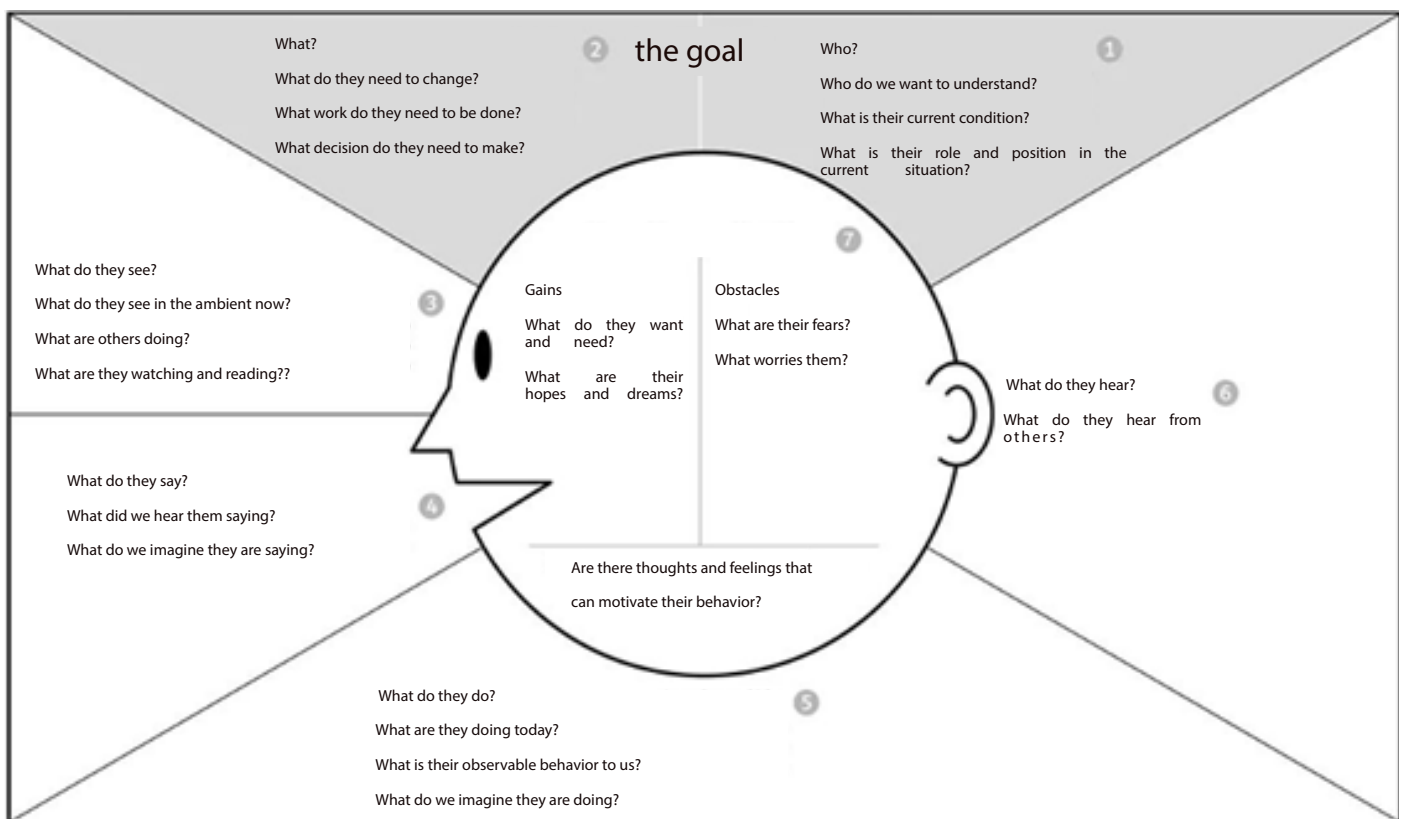
You can use the following drawing:

Using brainstorming, ask the participants why they are using an empathy map:

Add to their answers the following:

Determine target groups

Discover gaps in your current knowledge and identify the types of research needed to address them.

Practical Application (65 min)

Participants will have the chance to apply design thinking stages practically. They will start in the training hall and move to the community or market for real-life applications before returning to the center for discussion and analysis.

Talk about empathy and compassion and the distinction between them. Empathy allows us to understand the problem better and find sustainable solutions. At the same time, charity only offers a quick fix without fully considering the issue›s complexity and underlying causes. Empathy is, therefore, more essential than compassion in problem-solving.

Ask four volunteers to each choose a team member from the large group until everyone is selected.

Allow the group 15 minutes to identify a community problem, challenge, or product/service to develop.

Ensure groups are collaborating and assist as needed.

Alert the groups when the 15 minutes are up and bid them farewell to the large group.

Ask each group present the problem, product, or service they will work on.

Ask the groups to divide the roles and prepare tools, questions, and categories for the empathy stage.

Reflection and Tasks: (10 min)

Ask the following questions:

How do you feel about the empathy stage?

Why is this stage critical? What is its significance?

Participants should be informed that the meeting will focus on identifying and clearly defining the problem, utilizing the information gathered during the empathy stage.

Session 47: Define the Problem

Training objectives:

At the end of the session, Participants will have the ability to:

Develop the skill of identifying problems

Analyze societal problems using interactive tools and methods

Utilize problem analysis and identification techniques when evaluating group ideas.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Creativity	• Creativity • Adding value to Ideas • Learning via Experience • Taking the lead	Participants need to understand the significance of identifying and defining problems as a step in design thinking.
Understanding and Information	• Creativity • Clarity	• Creativity • Determining your strengths and weaknesses • Taking the lead • Coping with ambiguity and uncertainty.	This activity helps participants understand the importance of defining and identifying the problem as a step in design thinking. It also provides a detailed guide on how to determine the problem.
Practical Application	• Creativity • Cooperation	• Self-awareness and Self-Efficacy • Effective Communication • Learning via Experience • Taking the lead • Adding value to Ideas • Mobilize the efforts of others	Participants utilize various skills to identify the problem at hand.
Reflection and Tasks	• Reflection • The real world • Value creation	• Opportunity Exploration • Adding value to Ideas • Effective Communication • Learning via Experience • Taking the lead	participants connect what they learned in the training hall to their surroundings.

Training Session Supplies:

Sticky note cards, flip chart paper, colored markers, and wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Inform the participants that you will present them with a genuine restaurant anecdote.

The restaurant manager noticed a decreased sales and met with the administrative staff to discuss possible reasons. They wanted to hear everyone›s opinions and explanations on the matter. At first glance, the attendees unanimously agreed that the main reason was the reluctance of restaurant patrons to serve, especially the elderly group, due to the general problem in the city related to malnutrition, especially among this category of customers. Therefore, the administrative staff of the restaurant provided the following solutions:

– Update the menu options for food to include healthier meals.

– Start a new promotional campaign for the restaurant.

However, the impact of these solutions needed to be increased, and sales continued to decline!!.

Explain that Today›s training session deals with the second stage of design thinking, «Define the Problem.»

Understanding and Information (20 min)

Begin the discussion with a brief definition of this stage, i.e., **understanding the data and the challenge frame.**

Ask the participants about appropriate ways to understand data and the challenge frame.

Display the following legend:

Collectively upload the outputs from the first stage using the required colored cards. Then, display them on the wall or a flipchart.

Share any observations or stories that your team members have experienced.

Share the personal feelings and thinking of each team member.

Write the outputs on colored cards.

Classify and organize notes and cards according to similarity within categories such as causes, results, stories, and statistics.

Are there uncomfortable points expressed by many different users?

Identify unmet user needs.

Identify the circumstances that warrant solving the problem.

When identifying user needs, combine all the research, discover the user›s problems, and highlight innovation opportunities.

Formulate your problem definition to call for ambitious solutions based on users› context and academic research.

This ensures you communicate the problem definition to external clients, such as private companies, public institutions, or NGOs. Sometimes, the problem you must address may differ from the one you initially identified. "Many people jump into finding solutions without fully understanding the problem.»

Display a legend that illustrates the various tools used to identify and define the problem:

Team workshop design

Services or user journey map.

Mind map

SWOT analysis

Interactive model using colored cards

The tree model can also be used to analyze problems

Practical application (45 min)

Ask the groups who started in the empathy stage to reconfigure.

The groups will apply one of the methods presented in the understanding and information section to the second stage.

It is recommended that the participants be motivated to utilize colored cards and collaborate.

After finishing the group task, instruct each group to deliver a presentation that clearly and precisely outlines the problem.

Ask other groups to comment on the problem definition and take feedback.

Reflection and Tasks (10 min)

When identifying and defining the problem, ask participants about the importance of group work.

Do solutions and ideas need to address both cause and effect?

Ask the participants to search for the following titles:

User journey

Tree model in problem analysis.

SWOT model.

Encourage participants to communicate outside the training room to discuss the problem and share additional causes and results

Session 48: IDEATE

Session objectives:

At the end of the session, Participants will have the ability to:

Recognize and understand Ideate strategies.

Improve teamwork skills in Ideating creative ideas.

Application to group projects.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Reflection • Creativity	• Creativity • Adding value to Ideas • Learning via Experience • Taking the lead • Coping with ambiguity and uncertainty	The activity aims to motivate participants to prioritize ideating as a crucial component of the design thinking process.
Understanding and Information	• Creativity • Clarity	• Determining your strengths and weaknesses • Taking the lead • Effective Communication	This activity supports participants in recognizing the importance of ideating and provides participants with details related to ideating.
Practical Application	• Creativity • Cooperation	• Adding value to Ideas • Self-awareness and Self-Efficacy • Effective Communication • Learning via Experience • Taking the lead	The activity aims to help participants apply practical ideating and recognizing skills.
Reflection and Tasks	• Reflection • The real world	• Opportunity Exploration • Learning via Experience • Taking the lead	Participants should understand the value of ideating in their environment and connecting them to the training material.

Training Session Supplies:

Pens, flipchart paper, colored markers, sticky notes, and wide adhesive tape.

Duration of the Training Session: 120   min

Implementation plan

Access Card (20 min)

At the start of the session, Ask the participants to propose solutions for an issue they encounter, such as excess food in their kitchen, difficulty finding transportation during nighttime, inadequate space for cultivating nutritious vegetables, or suggest other challenges.

Distribute a white sheet of paper to each participant. Ask them to fold it in half three times to form eight squares. Also, instruct them to set the timer on their mobile devices.

Let them know to generate one idea per minute by drawing or using symbols in the squares, continuing until the 8 minutes are up.

After finishing the initial stage, Ask them to select the top 3 crucial concepts and express them through detailed explanation or drawing.

Ask each participant to contribute one idea for group discussion, clarification, and development.

Inform the participants that the training session covers Ideate methods.

Understanding and information: (30 min)

Ask the participants the following question: What does generating ideas mean?

Explain that design thinking aims to incorporate creativity into problem-solving. More is needed to analyze the issue at hand. We must also develop a solution and evaluate the audience›s   reaction.

At this stage, you should apply brainstorming to explore their challenge and develop several potential ideas and solutions. You may have a helpful idea, but it›s essential to explore many different types of ideas - even the less obvious ones - to push your notions of   what›s   possible.

Add that the ideation process works best when it alternates between divergent thinking through brainstorming activities and convergent thinking through evaluating ideas

At this point, brainstorm ideas with your team, share, mix, and build upon each other›s ideas.

There are various methods to come up with ideas. Let me provide some examples:

Distinguishing Between Good and Bad Ideas:

An exercise to explore the potential of bad ideas. It can spark creativity and group collaboration.

This exercise aims to establish a secure environment for sharing ideas, making it an excellent starting point for the development process. The goal is to cultivate flawed concepts and determine if they have the potential to evolve into valuable ones.

Establish criteria for selecting ideas:

Identify at least five characteristics/qualities the solution should meet to a greater or lesser degree.

Next, each criterion is weighted on a scale from 1 (least important) to 5 (most important).

At this point, it is essential to reflect on whether the idea with the most issues is, in fact, the best idea. This can be a reasonable basis for discussing the rating criteria and their weight.

Once they have chosen 3-1 ideas, develop and expand.

Provide a brainstorming question starting with «What can we do…?»

Each team member will answer this question.

Write ideas on colorful cards.

Paste colored notes on the wall or flipchart paper.

Classify cards based on similarity or harmony between ideas.

Exclude ideas that received the lowest number of papers.

Choose a set of cards and rename their title to reflect the selected concept.

Practical application (60 min)

Ask the groups formed during the empathy and problem definition phases to reform.

Team members select an idea generation method to identify a suitable solution.

Give groups 45 minutes to prepare.

Have the groups start with presentations.

Encourage the participants to give feedback to other groups.

Reflection and Tasks (10 min)

Participants should be asked about the best idea generation technique from the previous exercise.?

Ask participants for their impressions of the Ideate session by inquiring about their post-session feelings.

Participants should be encouraged to communicate and refine ideas outside the training room.

Session 49: PROTOTYPING

Session objectives:

At the end of the session, Participants will have the ability to:

It is essential to recognize the significance of the prototyping stage in the design thinking process.

Help individuals improve their ability to construct models for community initiatives, plans, and undertakings.

Practical application of group ideas.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Cooperation • Creativity • Real world	• Learning via Experience • Working within a team • Adding value to Ideas • Taking the lead • Coping with ambiguity and uncertainty	This activity aims to foster a sense of community among the team and provide a basic understanding of prototyping topics for participants.
Understanding and Information	• Clarity • Creativity	• Creativity • Determining your strengths and weaknesses • Taking the lead • Coping with ambiguity and uncertainty	This activity helps participants understand the importance of prototyping and provides a detailed description of its concept.
Practical Application	• Creativity • Cooperation	• Adding value to Ideas • Effective Communication • Learning via Experience • Taking the lead • Mobilizing the efforts of others • Self-awareness and Self-Efficacy	It is essential for the trainer to closely monitor the work of groups during training for participants to apply the prototyping process effectively.

Reflection and Tasks	• Reflection • The real world	• Effective Communication • Learning via Experience • Taking the lead • Opportunity Exploration	The participants should have a designated space to reflect on prototyping skills and apply them outside the training room.

Training Session Supplies:

Scissors, colored cardboard sheets, glue, colors, white cardboard sheets, and wool threads.

Duration of the Training Session: 120 min

Implementation plan

Access Card (20 min)

Divide the participants into four groups.

Give each group (colored cardboard sheets, white cardboard sheets, adhesive, glue, wool thread).

Ask each group to draw a prototype of an intelligent waste bin that could be used shortly.

Ask each group to design a prototype smart waste bin from the available materials.

Before starting work, ensure that the team completes the model drawing and receives your approval to use the available materials.

Groups should select one person to present their model.

Stay close to the groups, follow their work, and encourage them to create the best model to be presented to the rest.

After each group finishes their presentation, express gratitude for their work and provide feedback to compare their performance.

Announce the winner from the groups based on the model they presented.

Before beginning the implementation and dissemination stage, it is essential to highlight the benefits and functionality of building models for any product or idea

Understanding and information (25 min)

Ask the participants several questions related to prototyping and model creation.

What is the importance of model creation?

Have you ever created a model of the ideas you›ve been pondering?

When creating models, what are the essential aspects we need to consider?

Who are the parties that can help you build the model?

One of the fundamental principles of design thinking is to bring your ideas to life quickly. The goal is to invest minimal resources in your opinion so that people can promptly determine its usefulness.

Participants should create a genuine subset of their ideas to evaluate and understand which elements of ideas work and which do not.

At this stage, evaluate the impact and feasibility of ideas by obtaining prototype feedback.

Encourage them to fill their models with tactile elements. They require prototyping and data materials from previous stages for knowledge and inspiration.

Prototype is a physical representation of an idea that communicates specific features to stakeholders for feedback.

Inquire with the participants regarding the significance and benefits of creating a prototype.

Add the following:

• Prototyping allows you to develop and test your ideas concretely.

• Developing and testing ideas, using prototypes early and continuously before implementation.

• Prototyping involves constantly evolving and testing ideas through an iterative approach. This way, prototypes can uncover aspects of ideas that may not be realized otherwise.

• The method facilitates communication and collaboration between project teams and stakeholders by providing a common framework for understanding the idea.

• It provides an opportunity to develop ideas and tangibly test them.

- Creating prototypes is an effective way to generate and test ideas in the initial stages, which helps save resources by evaluating ideas before implementation. This process involves an iterative approach, developing and modifying views while testing different prototypes.

- Creating prototypes can uncover aspects of ideas that may not be easily conveyed through words alone. This approach is highly beneficial for effective communication and collaboration among project teams and external stakeholders. A tangible representation of the idea provides a shared framework for understanding and experiencing the concept.

- Inform the participants that the prototype will be presented to the groups interviewed during the empathy stage.

- Additionally, each conceptual design stage is interconnected and requires revisiting previous steps for evaluation and development.

Practical Application (65 min)

Ask the workgroups that were previously formed to return to their designated formations.

Each group will develop a prototype of their idea.

Encourage participants to tangibly use physical objects like paper, wood, and colors to reflect their ideas.

Groups can use various methods like role-playing, scenario writing, short story writing, sketching, and more to convey their ideas.

Allow the groups to have 4 minutes to work on developing the prototype.

Once the time is over, instruct the groups to showcase their prototypes to the entire group.

Encourage other groups to give feedback to the presentation group.

Reflection and Tasks: (10 min)

Inquire from the participants about their emotions after creating a prototype for their concept.?

Suggest alternative methods for prototyping ideas beyond what was covered in the training session.

Encourage participants to work on the prototype outside class and maintain communication and teamwork.

Ensure the participants showcase the prototype to the groups interviewed during the empathy stage.

Session 50: Testing & Implementation

Training Session Objectives:

At the end of the session, Participants will have the ability to:

Improve their skills in testing ideas collectively.

Increase their ability to plan and implement.

Practical application to group projects.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Real world • Cooperation • Creativity	• Learning via Experience • Taking the lead • Coping with ambiguity and uncertainty • Creativity • Adding value to Ideas	This exercise encourages individuals to consider the significance of testing and implementation in the design thinking process for any products, services, or ideas.
Understanding and Information	• Creativity • Clarity	• Creativity • Determining your strengths and weaknesses • Taking the lead • Coping with ambiguity and uncertainty	This activity teaches the importance of design thinking and provides a detailed concept description.
Practical Application	• Value creation • The real world	• Creativity • Adding value to Ideas • Learning via Experience • Taking the lead • Effective communication	To help participants understand how real-life stories apply to implementation and testing.
Reflection and Tasks	• Value creation • The real world	• Learning via Experience • Taking the lead • Opportunity Exploration • Adding value to Ideas	The trainer must emphasize what was trained in the hall and link it to reality.

Training Session Supplies:

Headphones, laptop, projector, four packets of poor-quality chips, pens, flipchart paper, colored markers, link to the test video - Suzuki Swift-Crash test:

https://www.youtube.com/watch?v=lG6igO7YNeI&t=108s

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Divide the participants into four groups and distribute (packets of Chips) to each group.

Ask each group to taste, evaluate the size, shape, quantity, taste, price, and examine any prints on the product.

Request each group to create a list of adjustments for the product.

Tour the groups, follow their work, and ask them to do the test well.

After each group finishes testing the product, request a presentation.

Emphasize the importance of testing any product or idea before taking it to market or the public.

Understanding and information (15 min)

Select one of the following two options:

First choice:

Tell the participants about how Kodak started producing digital cameras in the late 1990s. Although the new product was a revolutionary idea with the potential for huge success, the company needed to be more cautious about how consumers and the public would receive it. When the company first manufactured digital cameras, it subjected them to extensive experimentation before releasing them to the market.

During the digital camera testing, the company discovered various issues that could frustrate customers and drive them to consider Kodak›s competitors. Some consumers have experienced confusion while using the camera, particularly when identifying the different shooting buttons. Additionally, some users have struggled to locate various shooting buttons, while others are unsure how to determine the remaining memory of the movie. Some consumers have also had difficulty connecting the camera to their computer and extracting images. Etc.

Before launching a product, Kodak valued testing the idea to determine what needed development, modification, deletion, or preservation.

Before offering products, ideas, or services to the market, ask participants about testing them.

Second Choice:

Show the participants a video of car crash tests carried out by companies before new versions go to market:

https://www.youtube.com/watch?v=IG6igO7YNeI&t=108s

Before releasing cars, ask participants about the importance of the testing process.

Do cars pass only one type of test?

What are the various kinds of tests that cars undergo?

Before launching the product or idea, what is your expected timeline for the testing process?

Try to listen to the participants› answers and provide your input.

Tell the participants to ask themselves if the solution meets user needs, enhances their feelings or thinking, and improves their performance.

After generating ideas and creating prototypes, it›s time to gather feedback from testers. It is crucial to efficiently gather input to save time and resources during design thinking and any human-centered design process.

The testing process›s speed and efficiency enable you to swiftly progress from prototyping to testing, getting feedback, and creating better iterations of your ideas.

Testing it with real customers is essential to ensure your prototype meets your goals. Get feedback from them and make necessary adjustments.

Display the legend that provides instructions for carrying out the test:

- Ways to solicit feedback.

- Test your models on the right people

- Ask the right questions

- Be neutral when presenting your ideas

- Adapt to the test

- During your testing session, allow users to share their ideas

Practical Application (50 min)

Ask the working groups to return the modified groups at the beginning of the session.

Activity instructions: Every group must create a comprehensive test implementation plan covering the aspects listed below:

First round: What category will the test be conducted in?

Second round: Questions that will be asked in the trial.

Distribute roles among the members of a group.

Allocate 30 minutes for group preparation.

Each group will present their test plan after the allotted time.

Ask that the other groups provide feedback on the presentations given by each group.

Inform the participants that this stage involves repeatedly repeating and adjusting the design. Please encourage them to persist until they have created a product, service, or idea that fulfills the needs and desires of the target audience.

Participants should be informed that the idea can be implemented on a larger scale once it is approved by the people and communities for which it was designed.

Reflection and Tasks (10 min)

Inquire about the participants› thoughts and impressions regarding the testing and implementation session.

Ask the participants to test the empathy phase on the targeted groups.

Session 51: Business Model Canvas

Session objectives:

At the end of the session, Participants will have the ability to:

Understand the elements of a business model canvas for entrepreneurial ideas.

Use the business Canvas model to apply to your community or for-profit entrepreneurial ideas.

Writing a complete business plan for personal entrepreneurial projects.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • Cooperation • Clarity	• Opportunity Exploration • Creativity • Effective communication • Collaboration with Others	This activity aims to embody the entrepreneurship model to help participants visualize their ideas and put them into practice practically and dynamically.
Understanding and Information	• Creativity • Real world	• Opportunity Exploration • Creativity • Vision • Adding value to Ideas • Motivation and perseverance • Resource management • Financial and economic knowledge • Planning and management	This activity aims to understand the steps involved in creating a business model. It is essential to provide live examples of each part of the model.

Practical Application	• Creativity • Cooperation • Value creation • Clarity	• Opportunity Exploration • Creativity • Vision • Adding value to Ideas. • Self-awareness and Self-Efficacy • Motivation and perseverance • Financial and economic knowledge • Mobilizing the efforts of others • Taking the lead • Coping with ambiguity • Collaboration with Others • Learning via Experience	This activity comprehensively covers the understanding and information presented. Encourage energetic collective implementation and discuss entrepreneurial skills.
Reflection and Tasks	• Creativity • The real world • Cooperation • Value creation • Reflection • Clarity	• Opportunity Exploration • Creativity • Vision • Learning via Experience	This section motivates participants to implement and communicate effectively to complete each group's business model.

Training Session Supplies:

Flipchart paper, colored markers, sticky notes, wide adhesive tape, scissors, 1*2 meter cardboard, rulers, A4 white and colored papers.

Duration of the Training Session: 180 min

Implementation plan

Access Card (20 min)

Ask the design thinking groups to return to formation.

Explain that they will be building a -9room layout.

Each group will be provided with cardboard measuring 2 x 1 m, markers, colored notes, and a ruler to carry out the activity.

Ask the groups to start implementing.

Once the time is up, the groups hang the model in a prominent location on the wall.

Explain to the participants that they will use the business model canvas to clarify the implementation mechanisms for their projects and entrepreneurial ideas.

To begin the discussion, it›s essential to note that while writing a comprehensive business plan is valuable, testing your assumptions in the real world is crucial during the initial stages of starting your business. With this step, your beliefs may prove to be effective. Start by creating a sample project outline before writing a 15-page business plan.

Ask participants to define a business model canvas.

Business Model Canvas: A simple startup technique for developing new project models - or documenting - existing project models. This canvas is an excellent tool for gaining a clear and organized understanding of the project model. By utilizing it, you can gain valuable insights into your customers, the offers you provide to them, the channels you use, and how your business generates revenue. The Project Model Canvas can be used to understand your or a competitor›s project model. The Enterprise Model Canvas was created by Alexander Osterwalder in 2008.

View the business model canvas in Appendix 1 or the short video.

https://youtu.be/w4ceSLJVNns

Using Appendix 2 or any suitable example, describe the canvas elements:

Customer segments: Defining customer segments is essential for dividing the various groups of people or institutions that an organization intends to reach and serve. Customers are the foundation of any project model, and they are the primary target segments in the project.

Value Propositions: Customers obtain added value, or «value propositions,» from the product/project, measured by its moral benefit.

Channels: "Channels refer to the methods a company uses to communicate with various customer segments and present them with their offers. How a company transmits, distributes, and sells its products or services connects them to customers. This interface is crucial for maintaining good relationships with customers. Channels play an essential role in the customer experience, serving as points of contact and performing several tasks:

The goal is to inform customers or the target audience about the project idea.

Help evaluate the value provided.

We are offering assistance to endorse the concept from multiple stakeholders.

Customer relations: Entrepreneurial projects establish different types of relationships with customer segments and should clearly define their desired outcomes. Relationships can range from personal to spontaneous.

Revenue streams: Each customer segment generates cash revenue streams (Costs must be subtracted from revenues to achieve profits for profitable or social projects). The trainer must present a model that helps participants prepare budgets. The form can be found in Appendix 3.

Essential Resources: The success of a project model depends on its critical resources, which are the most important assets required. Every project model has specific core resources that enable the organization to develop and present proposals, reach out to markets, manage customer relationships, and generate revenue. The company can obtain its primary resources through ownership, leasing, or partnerships in physical, financial, intellectual, or human assets.

Key Activities: Entrepreneurs must perform essential tasks to make their business model successful. Each project model has its own set of required vital activities. The main activities can be classified as follows:

Production: These activities involve designing, manufacturing, and delivering high-quality products in large quantities.

Problem-Solving: The primary duties include creating novel approaches to tackle customer or target group issues.

Platform/Network: Platforms dominate project models, focusing on platform/network activities.

Key Partnerships: Successful project models rely on partnerships with suppliers and partners. Companies evaluate partnerships for various reasons. Many business models rely on companies that form alliances to reduce risks, improve their models, or obtain resources.

Cost Structure: The cost structure details all expenses for running the project model, including the most significant costs.

Practical application (110 min)

Inform the participants that they can apply the models they designed during the training session.

Ask each group to present their designed model and label the rooms based on the business model outline.

Allocate 45 minutes for participants to work on their ideas.

Encourage the groups to use colored sticky notes and use different shapes of colored sticky notes.

Inform participants that utilizing colored cards and markers fosters creativity.

After the time is up, ask the group speakers to give their presentations.

Help facilitate a conversation between groups to receive feedback on their presentations.

Reflection and Tasks (5 min)

Thank the participants for the interaction and group work.

Ask the participants **about their experience completing the business model Canvas. Inquire about both easy and challenging aspects.?**

Encourage the groups to communicate outside of class to finish their plans.

Appendix: 1 Business Model Canvas

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Key partners	Main actions	Value provided to customer	Customer relations	Customer and sector
Who are our main partners? Who are our main suppliers? What resources do we acquire from our partners? What are the main actions performed by our partners?	What are the main actions we need: 1- To provide the value that we promised to customers? 2- For channels? 3- For our relationship with customers? 4- For our cash flows?	What are the things you do and offer? Which will have value to the customer? What value do you provide to your customers? What problem are you solving? What need are you covering?	What type of relationship does each of our clients expect us to use with them? What relationship have we established with our clients? What is its cost? How will we link it to the company's overall business model?	Who are the customers your organization seeks to serve reach? Who are your most important customers?
	Key Resources		**Channels**	
	What are the main resources we need: 1- To provide the value that we promised to customers? 2- For channels? 3- For our relationship with customers? 4- For our cash flows?		Which channels will you use to reach your customers? Which channels work best? Which channel is more cost effective?	

Cost structure	Income model
What are the most important costs incurred by our business model? What are the most expensive resources? What is the most expensive business?	For what value are customers actually willing to pay? How would they like to pay? How much will each cash flow contribute to the total account?

277

Appendix 2: Practical Example

A startup created an app for online shopping for electronics (Smartphones, laptops, tablets, device accessories). This application enables shopping for all electronic devices online. See the primary business model components in the table below.

Key partners	Main actions	Value provided to customer	Customer relations	Customer and sector
- Distributors - Shop owners - Affiliate marketing - Vendor network - Suppliers	-Platform (store) -Customized store (profile for distributors, suppliers, etc.) - customers service **Key Resources** - Management team - Programmers - Operating team - Marketing and sales team - Social media team	- New point of sale - product meets customers' needs - Providing additional features in addition to their requests - Updates when needed - Brokerage services - Quick response to the problems they may face -Train the sellers - low price	Merchants' community -Comforts - Customer experience - Reviewers/reviewers - Partnerships - complete digital relationship **Channels** - Store/platform - E-mail - Search engine marketing - Social media platform channels - Affiliate marketing - events -Public relations	- Individual and wholesale sellers. -Traditional store owners -Buyers

Payment structure	Income model
- Maintenance of technology - Program development - Shipping charges - teamwork - Legal licenses - Marketing - Taxes -Payment gateway	- Commissions - Monthly/annual subscription fees - Advertisements - Affiliate marketing

Annex 3: Project Budget

Budget	A	B	C	D (B×C=)	E	F
	Unit	number of units	unit price (in US dollars)	total project budget	Contribution of the project team/ organization (%)	Other party shareholder
1. The direct cost of the project imple-mentation team				USD	%	USD
1						
2						
3						
Subtotal - team cost						
2. Project activities				USD	%	USD
1						
2						
3						
Subtotal - Activities						
2. Project activities				USD	%	USD
1						
2						
Subtotal - Administrative expenses						
Total						

Note: Administrative expenses should not exceed 8% of the budget

** Note: The administrative staff comprises staff not directly involved in project imple-mentation, such as managers, accountants, and secretaries

Session 52: Project Financial Plan

Session objectives:

At the end of the session, Participants will have the ability to:

Understand the concept of financial planning for projects.

Acquire financial planning skills.

Apply financial plan tables to particular projects.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card.	• Creativity • Cooperation • Value creation • Clarity	• Opportunity Exploration • Creativity • Vision • Resource management • Financial and economic knowledge • Effective communication • Collaboration with Others	This activity enhances participants' awareness of the concept of financial planning.
Understanding and Information	• Creativity • Cooperation • Reflection • Value creation • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Motivation and perseverance • Resource management • Financial and economic knowledge • Effective communication	This section will discuss the financial planning tools utilized in effectively managing projects from a financial standpoint.

Practical Application	• Creativity • Cooperation • Value creation • Clarity	• Opportunity Exploration • Creativity • Vision • Ethical and sustainable thinking. • Self-awareness and Self-Efficacy • Motivation and perseverance • Financial and economic knowledge • Mobilizing the efforts of others. • Taking the lead • Coping with ambiguity. • Collaboration with Others • Learning via Experience	This activity comprehensively covers the understanding and information presented. Encourage energetic collective implementation and discuss entrepreneurial skills.
Reflection and Tasks	• Creativity • Clarity	• Opportunity Exploration • Creativity • Vision • Self-awareness and Self-Efficacy • Resource management • Financial and economic knowledge • Planning and management.	This activity encourages the practical application of financial planning and enhances financial and economic literacy. Participants are encouraged to incorporate the strategies presented in the training session into their daily personal and professional lives.

Training Session Supplies:

Flipchart paper, card game, markers, A4 white and colored paper, and wide adhesive tape.

Duration of the Training Session: 120   min

Implementation plan

Access card (20)- market game

At the start of the training, split the large group into four smaller groups and provide each group with color-coded card game cards numbered 10-1. Ask the group to divide roles (manager, accountant, etc.) and price products using coins as game cards.

Ask each group to identify products or tools in the training hall to sell and trade so that members of the other groups are the targets in the selling process.

Note to the trainer: You can ask participants to bring actual products for a more realistic trade experience on the previous training day.

After giving instructions, have groups present products and trade (sell and purchase) for 15 minutes.

Once the designated time has elapsed, prompt these questions to foster conversation:

1. What is the profit per group?

2. What is our definition of a break-even point?

3. What are cash flows?

4. How is the price calculated for the product or service?

After that, tell the participants that today›s session will cover essential financial planning topics for entrepreneurs.

Alternative activity: actual trading

You must save between 100 and 300 dollars in this activity, divided among the groups.

Divide the participants into four small groups and give each group a set amount of money. Instruct them to leave the hall and purchase genuine products from the market to trade, such as accessories, sweets, and drinks. Ask each group to sell the products they bought within an hour and return the profits earned.

After the designated time is up and the teams come back, hold a brainstorming session to discuss the following inquiries:

1. What is the profit per group?

2. What is our definition of a break-even point?

3. What are cash flows?

4. What is a financial report?

After that, Tell the participants that today›s session will address financial planning for entrepreneurs.

Understanding and information (45 min)

Display the following on flip chart paper: The financial plan is one of the most essential parts of the business plan, as it determines the project›s economic viability. The financial plan includes the project›s financial expectations (creating an income statement, cash flow statement, and balance sheet), break-even point, and assumptions (product cost, profit margin.)

Additionally, any project requires funding and careful study to be carried out successfully. Developing a financial plan for a project depends on its type and size. It is only possible to create a financial plan that suits some projects. However, a simplified financial plan can be developed to fit different projects.

Ask: What are the most important financial items related to projects?

Record the answers on flip chart paper and display a board of the most important financial items for the projects:

– Project costs (fixed and variable costs, cost per piece)

– Financial statements (income statement, cash flows)

– Financial indicators (break-even point, return on investment, payback period)

– Financial Report

Next, Split the large group into four smaller groups and have them define their respective roles. Each group will be assigned one of the five financial item headings for display and prepare summaries to present to the larger group. Distribute appendices 4-1 by group title, and conduct additional research online.

After 20 minutes, ask the group speakers to present the summaries according to each title. Each group will have 7 minutes for presentation and discussion.

Practical Application (50 min)

Tell the participants to apply their financial planning skills to their entrepreneurial ideas. Ask the groups from the business mapping session to use financial planning and management models for their projects.

The group will work for 40 minutes, and each representative will present their findings to the larger group.

Encourage participants to use Microsoft Excel. They can utilize the Pivot Table feature and other functions to manage project finances.

Reflection and Tasks (5 min)

At the conclusion of the session, ask the following questions:

1. How will acquiring new skills and using new tools impact the growth and development of your entrepreneurial ideas?

2. What are the most important topics you will reflect on your projects?

3. Which topics require more clarity for future or additional sessions?

Ask participants to create financial planning tables in Excel and share them for group discussions.

Appendix 1: Small Project Costs

Small projects need multiple costs to transform from being a person›s idea into a land-based entity capable of production to achieve profits.

Small project costs are classified into two basic categories:

Establishment costs

These are one-time costs associated with preparing a startup for operation, including:

– Equipment and devices necessary to start work on the project

– Raw materials needed for the first operational cycle (1)

– Location fee "for at least the first operational cycle."

– Pre-operating expenses: It covers all project expenses from conception to start, excluding specified items. Expenses that may be included are training, licensing, project preparation, and transportation paid before beginning project activities. Etc.

Operational costs

These expenses are calculated for one production cycle, usually monthly, and include fixed costs: these expenses can be divided as follows:

– Fixed costs: These are fixed costs that remain constant regardless of changes in production volume, including rent, maintenance, depreciation, and management salaries.

– Variable costs: These costs are directly linked to production levels, increasing and decreasing with volume. They encompass raw materials, worker wages, and energy bills. (if the project is production).

Appendix 2: Financial Statements

The financial statements provide information about all types of establishments or projects, including agriculture, industry, commerce, services, and finance, whether individual establishments, partnerships, or financial companies. Financial information is crucial for making critical administrative decisions within organizations. Financial information is used for administrative functions like planning, organizing, controlling, and follow-up. This is referred to as internal use of financial information.

The following are the most important financial statements:

income list

The project›s financial statement compares revenues with expenses to show profit or loss for a year or accounting period. The importance of this list is due to:

1. it provides information that helps predict cash flows

2. This list helps evaluate the project›s profitability because it contains numbers that indicate profitability or loss. Higher numbers indicate better performance.

Income statement	
Statement	Value in shekels or dollars
Revenues	
Credit Sales	
Forward sales	
Total sales	
Expenses	
Marketing expenses	
Production expenses	
Administrative expenses	
Other	
Total expenses	
Net profit/loss	

Below, we will explain how to calculate all previous income statement data.

Total Sales - Total Expenses = Net Profit / Loss (3)

Revenues:

Revenues are all that the project receives in exchange for selling goods and providing services

Based on the simplified income statement provided earlier, it is evident that sales are categorized into cash and deferred. Cash sales refer to sales where the financial return is received immediately upon completion of the sale. In contrast, deferred sales refer to sales where the financial return is received after completing the sale process. Based on the statement of cash flows, it will become clear how to calculate them.

The forecasted sales will be managed through the marketing plan. In some projects, a deferred payment policy is used, where payment is made after a certain period based on the agreement between the seller and the customer. For instance, a percentage of the price will be considered cash, while another portion will be deferred. It is important to note that the annual income statement will be adjusted accordingly. Deferred sales are those for which the financial return is received at the end of the year (not the total monthly deferred sales).

The proposed project›s total annual sales or revenues can be calculated by adding the cash and deferred sales for one year. It is essential to take into account the cost of these sales. Generally, higher expected revenues from year to year indicate a better project outcome.

Expenses: Expenses are all the costs a business incurs for generating revenue, such as the cost of goods and services in operations.

After reviewing the training material and business plan, it is evident that distinct marketing, production, and administrative expenses have been discussed. Each expense category was explained separately, and a summary of the calculations followed. The total annual expenditures for each plan will be taken and dealt with in the accounts. Payments refer to the cost of buying or producing the products sold in a given year. This applies to both production companies and businesses.

Net profit : The net profit represents the financial gains attained by the project. It is not related to the current cash flow of the project. Instead, it reflects the variance between net sales and project expenses for a specified period, usually a year, as indicated in the income statement. To illustrate, the cost of newly acquired equipment is not fully deducted in the year of purchase. Instead, a portion of the cost is removed each year through «depreciation.» This is because the equipment is expected to be used for several years to produce profitable products for the business. Additionally, income from sales yet to be received is recorded in the income statement accounts as if they have already been made, but the payment has yet to be received. We need to distinguish between profits and available cash. The second list type pertains to cash flow, which we will explain shortly.

Case Study: "Income Statement for a Grocery Business" Based on projections, the first year of launching the project is expected to generate sales of 300,000 shekels. Sales in the twelfth month are expected to reach 27,000 shekels. The cost of raw materials or goods is estimated to be 210,000 shekels. The marketing expenses for the year are expected to be 500 shekels, while operational costs are estimated to be 3,000 shekels annually. Labor costs are projected to be 24,000 shekels. The administrative expenses for Al Amana Grocery are 250 shekels. The owner›s sales strategy is to have %80 of sales paid in cash and %20 paid through credit, which is fully refunded in the following month. As a result, the grocery store›s income statement looks like this:

Statement	Value in shekels
Revenues	
Cash sales	294600
Deferred sales	5400
Total sales	300000
Expenses	
Marketing expenses	500
Production expenses (operational costs + bulk cost of goods)	240000
Administrative expenses	400
Others (labor)	24000
Total expenses	264900
Net profit/loss	35100

Notes on the income statement and calculating it accurately:

Based on the available information about Al-Amana Grocery's customer transactions, it is evident that %80 of sales are paid in cash each month, with the remaining %20 being collected the following month. As a result, by the end of the year, the owner had successfully managed all deferred sales except for the deals from the year's final month. These sales were expected to be worth 27,000 shekels, with 5,400) %20) recovered in the following year's first month.

Production expenses consist of the cost of materials sold and annual operating costs.

The workforce should be categorized under each relevant expense, such as sales, management, and production, instead of being treated as an independent item for simplicity.

Statement of Cash Flow

The income statement This list displays the cash flows, which include the cash that came into the project through sales of products and the money that went out of the project through purchasing materials, paying off debts, etc. Managing cash flows is vital for the project›s future, and this list helps clarify this critical matter. This list shows the net cash flow from buying, selling, borrowing, and debt repayment.

To clarify the concept of the cash flow list and how to prepare it, we will complete the previous example of Al Amana Grocery and provide additional information to help prepare the list.

Sales for the first six months of the year are as follows:

		1850	1900		
14000	17000	0	0	20000	25000

– The Initial Balance for the first month is 400 shekels

– Let›s say that the UNDP grant will cover the required goods for the first month and part of the second month of the project. To fulfill the needs of the second month, goods amounting to 2,500 shekels will be purchased. During the next four months of the project, we will buy goods for the following values: 12,500 shekels, 13,700 shekels, 17,000 shekels, and 19,000 shekels. Payment will be made in cash at the time of purchase.

– The rent for the year was paid before the project›s start and will not be factored into the cash flows.

– Marketing costs for the project will be 10 shekels for distributing information leaflets about groceries in the first month and 20 shekels for the same purpose in the sixth month.

– There are two workers on the project, each earning a monthly salary of 1,000 shekels.

– Administrative expenses for the project, which include stationery and hospitality, amount to 20 shekels. Payment is due in the first, third, and fifth months.

– The monthly operating costs are 60 shekels, and since they were paid at the beginning of the year and before the project started, they do not include rent. Additionally, machine maintenance will take place in the fifth month and cost 100 shekels.

– Cash flow statement table for a commercial grocery store.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Initial Balance	400	10510	23350	40470	58310	76930
Revenues						
Cash sales 80%	11200	13600	14800	15200	16000	20000
Deferred sales 20%	0	2800	3400	3700	3800	4000
Other	0	0	0	0	0	0
Total	11600	26910	41550	59370	78110	100930
Expenses						
Marketing expenses	10	0	0	0	0	20
raw materials	0	2500	12500	13700	17000	19000
Operational costs	60	60	60	60	160	60
Labors	2000	2000	2000	2000	2000	2000
Administrative expenses	20	0	20	0	20	0
Other expenses	0	0	0	0	0	0
Total expenses	2090	4560	14580	15760	19180	21080
End-of-term balance	9510	22350	26970	31110	32730	36650

How Al Amana Grocery prepares its cash flow statement and accounts:

The month›s initial balance is the end-of-the-period balance for the previous month.

Sales calculation method:

Based on the data and projections, it›s evident that sales of 14,000 shekels are anticipated in the first month. Due to the project›s policies, %80 of sales will be in cash, received at the time of the transaction, while %20 will be in deferred payments, received in the following month. Thus, 11,200 = 14,000 * %80 shekels per year. Cash sales for the first month and 2,800 = 14,000 * %20 shekels are received during the second month.

Total revenue is calculated by adding the beginning balance of the period to the total sales for the same month.

How to calculate expenses:

After reviewing the grocery data and clarifying the months in which expenses are due, it is apparent that cash expenses will be paid in the first month. These expenses include 10 shekels for marketing, 60 for operational expenses, 20 for administrative costs, and 1000 for labor wages, totaling 1090 for administrative costs. The end-of-period balance results from subtracting total expenses from total revenues (10,510 = 1,090 - 11,600 shekels), considered the second month›s beginning of the period balance.

This is how the calculation is made for the remaining months.

Appendix 3: Financial indicators

This section aims to assess projects by determining their types, concepts, and how to compute financial ratios and indicators based on the earlier financial statements. It also involves identifying specific economic standards and indicators at the project level, such as profitability, and comparing various alternatives.

Break Even Point

Break-even Point analysis is used as a tool to determine the level of production/sales, through which sales cover both fixed and variable costs. This point also refers to the minimum sales earned to cover the ongoing costs of the project and, thus, no losses.

The break-even point is when total revenue equals total cost, resulting in zero net profit.

It is used as a tool to evaluate projects and helps answer the following questions:

1. What production level is needed to cover all costs?

2. What is the minimum profitable price of the product?

3. What are the best/worst project scenarios?

The break-even point can be determined by calculating the number of units to be produced, the total sales volume, or the period required to cover all costs and reach the break-even point.

To simplify things, we will use the number of units produced to determine the break-even point for production projects since it›s simple to calculate the variable cost per unit. For commercial projects, the break-even point will be determined based on sales. This is due to the variety of products sold and, therefore, the difficulty of establishing a variable cost per unit.

Calculating the break-even point for production projects:

The annual break-even point is the quantity of units produced = revenue equal to total costs.

For example, consider the costs of producing an aluminum kitchen in a workshop. The table below shows the annual operating costs.

Fixed costs annually		Unit variable costs	
Clause	Cost	Item	Cost
Marketing costs	7000	Average raw materials per kitchen	1020
Workforce	25000	Transportation costs per kitchen	40
Administrative expenses	6000		
Depreciation	900		
Shop rent	5000		
Other operational costs	1500		
Total	45400	Total	1060

The table displays fixed and annual variable costs for the aluminum kitchen production workshop project.

Based on the assumption that the average cost of one kitchen is 2,500 shekels, using relationship (4), we can calculate that to reach the break-even point; the aluminum kitchen units must be produced and installed each year. This calculation is derived from the formula 45,400 / (2,500- 1,060). = 32 kitchens units.

Based on the study, it is compared with the predicted annual volume of units produced and installed to determine significance.

Let's talk about marketing, productivity, and supply and demand analysis. If we expect to install 48 aluminum kitchen units per year, we can still maintain a margin of safety with an estimated 16 extra units. This will allow us to achieve annual profits of 23,040 shekels by calculating 16 times the difference between the unit selling price and unit variable cost.

Minimum acceptable price

Regarding marketing, product pricing strategy often involves adding a profit margin to the cost price, as determined by the business owner. Break-even point analysis determines the minimum acceptable price at different production levels. This involves rearranging the relationship (9) into the following formula:

Minimum unit price = ………………… (9)

The minimum unit price can be determined at different production levels. The minimum unit price reduces as the production volume increases. This is because the fixed costs are spread over a more significant number of units. As a result, the total cost per unit decreases, and the lowest acceptable price drops.

Return on investment rate

Return on investment rate is the annual percentage of income earned from investment.

Annual rate of return on investment = × 10) .... %100)

If you want to determine the annual rate of return on investment for a men›s barber shop that had initial expenses of 22,000 shekels and an expected net annual profit of approximately 12,000 shekels based on its income statement, the rate of return on investment would be:

(22000/12000) x %55 = %100.

Every shekel invested at the beginning of the project is expected to return net profits of 0.55 shekels at the end of the year, which is a relatively good percentage compared to the size of the investment.

Pay Back Period

The recovery period is defined as the period during which the investment project recovers capital (investment costs) from the net profits achieved by the project, or in other words, the number of operational periods necessary for the total net profit to be equal to the size of the investment at the beginning of the project. The project›s payback period can be calculated from relationship (11) as follows:

Capital recovery period = ... (11)

As shown in the relationship, the payback period of capital is the reciprocal rate of return on investment (5.7). In the example of the barbershop, the payback period is equal to (1.8 = (12,000/22,000 years, or the equivalent of one year and ten months, during which the salon can achieve net profits estimated at the value of the

Appendix 4: Financial Report

This topic will briefly present the most critical accounting reports that help the business owner manage his financial transactions, including purchases, sales, and expenses, whether cash or deferred.

The most critical accounting reports which are required by the business owner:

1. Purchases report (raw materials, equipment, machines, etc.)

2. Sales report

3. Fund report (cash in and out of the treasury)

4. Creditors report (dues from the employer)

5. Debtors report (dues to the employer)

6. Expenses report (invoices, shop rent, salaries, fuel and oil, etc.)

The following tables show an example of the forms of accounting reports mentioned above.

1. Purchase report:

Date	Seller Name	Statement	invoice number	Cash	On the account	Total amount

2. Sales report:

Date	Purchaser name	Statement	invoice number	Cash	On the account	Total amount

3. Fund report

Date	Statement	Document number	Receivables	Expenses	Balance	Total amount

4. Creditors report (separate page for each creditor)

Name ……………………………………………………………………….

Date	Statement	Document number	Purchases (or loan)	Payments	Balance

5. Debtors report (particular page for each debtor)

Name ……………………………………………………………………….

Date	Statement	Document number	Purchasers	Payments	Balance

6. Expenses report

Date	Expenses	Document number	Value	Remarks

Case Study: "Financial Report"

On 1/1, Ahmed started his project (wholesale trade) by depositing 3,000 dinars in a designated fund, which was the amount borrowed on that date from an institution with a monthly interest rate of %1.

On January 2, he purchased goods from Al-Noor Company for 1,500 dinars, which he paid in cash according to invoice No. 105.

On 5/1, he purchased goods for 500 dinars from Al-Huda Company, for which he paid 200 dinars, and the rest was credited with invoice No. 506.

On 7/1, he sold goods for 600 dinars in cash, according to Invoice No. 1

On January 12, he paid 200 dinars to the shop owner (rent) under the exchange voucher No.

On January 15, he sold goods for 300 dinars credited to Mr. Mahdi, according to Invoice No. 2

On 31/1, the loan interest for the first month was paid according to Bill of Exchange No. 2

On 31/1, wages amounted to 300 dinars were paid to the worker for January according to voucher of exchange No. 3

On 2/1, he sold goods for 500 dinars to Al Amal stores, of which he received 250 dinars, and the remaining amount was on account according to invoice No. 3.

On 2/7, he bought goods for 400 dinars from Al-Huda, credited on invoice No. 58.

On February 15, he sold goods to Al Amal Stores for 800 dinars, according to Invoice No. 3.

On 20/2, he paid 300 dinars according to the bill of exchange No. 4

On 25/2, he received 600 dinars from Al Amal stores, according to receipt voucher No. 1.

On 28/2, the loan interest for the second month was paid according to the bill of exchange No

On 28/2, the worker's wage of 150 dinars for the second month was paid according to voucher No. 6

Session 53: Networking In Environments

At the end of the session, Participants will have the ability to:

Develop their skills in networking and building relationships.

Identify new methods for networking with the environment.

Applying networking skills to group entrepreneurial projects.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card Interactive Activity.	• Creativity • Cooperation • Clarity	• Opportunity Exploration • Creativity • Self-awareness and Self-Efficacy • Effective communication • Collaboration with Others	This activity integrates young people into an interactive activity to enhance networking skills and become aware of the tools and skills used in the networking process.
Understanding and Information	• Creativity • Reflection	• Opportunity Exploration • Creativity • Vision	This activity teaches the different networking strategies and the most important skills that young people need to network with the environment to support their ideas and help them succeed personally and professionally.
Practical Application	• Creativity • Cooperation • Value creation • Clarity	• Opportunity Exploration • Creativity • Vision • Adding Value to ideas • Self-awareness and Self-Efficacy • Motivation and per-severance • Mobilizing the efforts of others. • Taking the lead • Planning and management • Coping with ambiguity. • Collaboration with Others • Learning via Experience	This activity applies the concepts and tools used in the networking process and reflects them on the fundamental ideas of young people. Motivate young people to get out of their comfort zone, identify partners suitable for their ideas, and take the first step in networking with them.

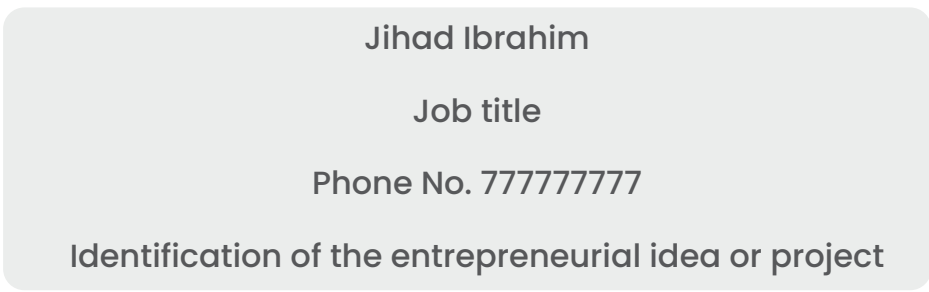| Reflection and Tasks | • Creativity
• Cooperation
• Reflection
• Clarity | • Opportunity Exploration
• Creativity
• Vision
• Self-awareness and Self-Efficacy | This part motivates participants to implement and communicate effectively to begin networking. As a trainer, demonstrate the importance of networking in professional success and development in entrepreneurship. |

Training Session Supplies:

Flip chart paper, colored markers, sticky notes, scissors, A4 white and colored paper, and wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Ask the participants to develop a business card on the note card and write the title which refers to their entrepreneurial ideas developed by them in the previous training sessions so that the format of the business card is as follows:

> **Jihad Ibrahim**
>
> **Job title**
>
> **Phone No. 777777777**
>
> **Identification of the entrepreneurial idea or project**

Ask participants to exchange their prepared identification cards with someone else in the group to introduce themselves professionally. After everyone in pairs has finished giving their ID cards and introducing themselves, ask the participants to find a new partner until each one meets three unknown persons in the room. During the final sharing, ask participants to introduce their partner to the whole group using the information on the identification card.

Thank the participants and ask them to return to their seats, then ask them:

Did you learn something surprising about yourself or others?

What do the group members have in common? What are the differences?

Can you think of future opportunities where you could use your ID card? If so, share an example with the room.

Explain that the entrepreneur needs to build relationships with his surroundings to ensure the success of the entrepreneurial idea and help achieve the goals.

Ask the participants: What are networking skills?

Provide a summary of the participants' contributions as those competencies you need to maintain mutually beneficial personal or professional relationships. This skill is essential, especially in sales, business development, or other industries. It is a necessary skill needed to develop and build relationships with new customers and thus market a valuable service or product.

Divide the participants into four groups and ask them to discuss the most essential networking skills.

After 5 minutes, do a circular brainstorming, taking one intervention from each group in a row without repetition.

Add to the following their inputs:

effective communication.

Listening skills.

social skills.

Public speaking skills.

Non-verbal communication skills (body language).

Intersoft skills.

Empathy.

Positivity.

Humorous.

Focus.

When you strive to acquire and develop each skill, you will find that your ability to build and manage relationships becomes better, and thus, your networking skills have developed.

Ask participants to stay in their groups and discuss tips for building networks and developing networking skills.

Add the following to their inputs:

Make networking a habit

Don›t be a beggar on the internet

Learn more about the people you want to connect with

Use positive language

Focus on the people who matter

Learn the art of email correspondence

Get rid of toxic relationships

The following method demonstrates the importance of networking for entrepreneurial ideas:

Strengthening social capital, i.e., investing in social relationships in achieving business objectives.

Building a list of new contacts allows entrepreneurs to get new referrals and meet potential clients.

Find corporate opportunities, new projects, and business expansion.

Find investment opportunities by building relationships with investors or with people who help connect you with investors.

It helps promote and market your business; your attendance at a business lunch or economic events and activities establishes your company in the minds of others.

Networking helps build a good reputation for your company. Your interest in events enhances confidence in your company and in your interest in developing and building serious relationships.

Stay informed and keep up to date with all developments and changes occurring in the labor market.

By interacting with experts and decision-makers in your field, you will gain more experience to help you grow your business.

Attending seminars and communicating with actors in your field helps you find solutions to your company›s problems thanks to the exchange of answers and information about common issues that concern everyone in your work area.

You can invest much money and time in your project by drawing on other people›s experiences and perspectives.

On a personal level, interacting with business people at conferences and events helps boost your self-confidence and gives you great positive energy to continue developing your business.

Practical application: (50 min)

Ask design thinking groups to reshape.

Ask them to return to the business model canvas and identify partners they want to build relationships with.

Please encourage them to brainstorm about their needs: it could be a need for media coverage, financing, or raw materials.

Explain that their main task is to list people they know. This list contains the names of potential partners or people who can help them develop their network.

They may pinpoint the following:

What do you expect from every potential partner you want to approach?

What benefit can the partnership bring to the potential partner?

Who is the best member to approach?

When is the deadline for getting the final answer from the partners?

Ask the groups to complete the task within 30 minutes.

when the specified time is finished, the groups will present their achievement.

Ask other groups to give feedback and add the names of potential partners to the list of the group that makes the presentation.

Reflection and Tasks: (10 min)

Invite participants to reflect on their skills in building partnerships.

Ask the participants how to be followed to develop networking skills and build partnerships.

Ask the participants to communicate outside the training room or via social networking sites to develop a personal or professional network that matches their entrepreneurial ideas.

Session 54: Characteristics of Entrepreneurial Personality

Session objectives:

At the end of the session, Participants will have the ability to:

Identify the concept of entrepreneurship.

Be aware of the ten main entrepreneurial personality characteristics.

Develop the entrepreneurial personality characteristics of each participant.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Creativity • Real world	• Creativity • Adding value to ideas • Learning via Experience • Coping with ambiguity and uncertainty	This activity aims to stimulate participants' ideas on the entrepreneurial personality and how it deals with reality through realistic stories.
Understanding and Information	• Creativity • Reflection	• Effective communication • Creativity • Identify weaknesses and strengths • Taking the lead • Opportunity Exploration • Vision	This activity supports participants in identifying the entrepreneurial personality and its most essential characteristics.
Practical Application	• Cooperation • Creativity	• Self-awareness and Self-Efficacy • Effective communication • Learning via Experience • Taking the lead • Creativity • Adding value to ideas • Mobilizing the efforts of others.	A participant can discover the qualities of an entrepreneurial personality and the extent to which these qualities apply as a participant in the training program.

| Reflection and Tasks | • Value creation
• Reflection
• Real world | • Effective communication
• Learning via Experience
• Taking the lead
• Opportunity Exploration
• Adding value to ideas | The activity enables the participants to reflect on their personalities and the extent to which entrepreneurial qualities apply to them. They try to link these qualities to the reality surrounding them. |

Training Session Supplies:

Pens, flipchart paper, colored markers, wide adhesive tape, A4 white paper, sticky notes, and a darts game.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

Tell the participants the story of Kodak.

Ask the participants to sit in a U-shape and give each participant 10 small sticky notes.

Write "entrepreneur" on the flip chart and ask them to write ten synonyms for it on paper within a minute.

When the minute is over, ask the participants to fix their papers on the flip chart.

Go through each synonym written on paper and ask the participants what they think about it – whether it is valid or not.

Ask: "**Does this person have the characteristics of an entrepreneurial personality?**"

Ask participants **if they feel they have these characteristics.**

Tell them this session will be about learning "who is an entrepreneur" and how to recognize and develop entrepreneurial characteristics.

Understanding and information (15 min)

They have two minutes to discuss the definition of entrepreneurship with the participant on the right.

After two minutes, ask the participants to provide their definitions.

Write a collective definition of leadership on the board based on the participants› opinions and your input.

Explain to the participants that entrepreneurship can be "business entrepreneurship," which is about starting and developing business ideas, or it can be "social entrepreneurship" - owners of social initiatives.

Having many ideas does not make you a pioneer, but rather, following up on the picture and trying to implement it makes you a pioneer.

Practical application (50 min)

Divide the participants into four groups.

Ask each group to draw an entrepreneur and write the most important characteristics of this entrepreneur on the drawing.

Ask each group to choose a person to talk about the entrepreneurial personality and its qualities.

Make a tour of the groups follow their work, and ask them to carry out the implementation well.

After all the groups finish their work, ask each group to present their personalities and characteristics.

Write a summary of the ten most essential characteristics mentioned by the groups.

Participants can mention the following characteristics:

He is characterized by a high ability to take risks, unlike the traditional person who is hesitant and afraid.

He knows where, when, and how to start his project (taking the first step).

He always comes up with something new and innovative.

We are addressing problems, not evading from them.

They tend to be independent in their work.

They have a spirit of high responsibility.

They can accurately and realistically know reality and the work environment to solve problems.

We are maintaining energy and vitality—commitment, and perseverance in work.

It is maintaining balance, especially when exposed to work pressure.

Time management with outstanding professionalism.

Mention these qualities out loud, and ask each participant to rate himself %100 if he possesses this characteristic.

Ask any participant who wants to share their marks.

Ask the participants how we can develop these entrepreneurial qualities.

Comment on the participants' answers and thank them for their active participation.

Focus on taking calculated risks and taking the first step as essential characteristics of the entrepreneurial personality.

Reflection and Tasks (10 min)

Invite the participants to reflect on their entrepreneurial characteristics as mentioned in the training session.

Ask them to develop a plan to build their entrepreneurial qualities and characteristics.

Ask them to search for three entrepreneurial personalities through online search engines.

Motivate them to read about these characters and watch videos about them.

Ask them to choose these characters and write about one of them on their social media.

Session 55: Green concepts

Training session objectives:

At the end of the session, Participants will have the ability to:

Identify basic terms related to Green Entrepreneurship

Realize the importance of greening activities and businesses in the lives of participants

Apply concepts to the participants' entrepreneurial projects

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card. Brainstorming	• Reflection • Creativity	• Adding value to ideas. • Ethical and sustainable thinking.	The activity aims to increase awareness about environmental concerns and promote the understanding of green entrepreneurship principles.
Understanding and Information	• Clarity • Reflection	• Effective communication • Ethical and sustainable thinking • Coping with ambiguity.	This activity provides entrepreneurs with essential concepts and terminology for their daily operations.
Practical Application	• Creativity • Cooperation • Clarity	• Adding value to ideas • Effective communication • Self-awareness and Self-Efficacy • Ethical and sustainable thinking • Resource Management • Creativity.	The activity aims to create an applied environment for concepts and terminology within green entrepreneurship.
Reflection and Tasks	• Reflection • Real world	• Opportunity Exploration • Learning via Experience • Effective communication	Participants need to apply entrepreneurial concepts from training to daily life.

Training Session Supplies:

Flip chart, colored markers, and wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

To start the session, write «environment» in the center of the flip chart paper.

Then, ask the participants the following question:

«What are the elements of the environment and their most important definitions?»

Let them know we will discuss the crucial terms of green entrepreneurship and the green economy in today›s session.

Understanding and Information: (30 min)

Display each heading on half a sheet of flip chart paper.

Through circular brainstorming, the large group will be divided into pairs, each writing definitions or elements for each title. After two minutes, ask each team to move to the following address, and so on, until all the lessons are completed.

Environment: The biosphere includes all living organisms, as well as the air, water, and soil that surround and support them. It encompasses the physical structures that make up the planet, as well as the complex interactions that take place between them.

Polluting materials and factors: Any material that can cause pollution or damage to the environment, including gases, liquids, solids, smoke, vapors, odors, radiation, heat, lighting glare, noise, or vibrations.

Hazardous waste: Some waste materials retain hazardous properties and cannot be reused after certain activities and processes. This includes nuclear waste, medical waste, and waste generated during the production of pharmaceuticals, medicines, organic solvents, dyes, paints, pesticides, and other hazardous materials.

Solid waste: Any Waste, excluding hazardous waste and garbage, generated from domestic, commercial, agricultural, industrial, and urban activities, as well as sediments from wastewater treatment plants.

Environmental damage: Engaging in any activity that damages public health, well-being, or the environment is prohibited.

Environmental damage: Engaging in any activity that damages public health, well-being, or the environment is prohibited.

Environmental protection: Preserving the environment, reducing pollution, developing and improving it, and preventing depletion in all forms.

Waste management: The gathering and transporting of different waste materials to designated locations for recycling, treatment, or proper disposal.

Environmental nuisance: Distress, material, or moral damage from noise, vibrations, radiation, or odors affecting life and property.

Environmental awareness: Our goal is to educate the public on principles and values that can help protect the environment and its elements.

Green economy: An economy that promotes human well-being, reduces social disparities, and preserves ecological resources for future generations.

Ask each pair to share the most important points under each title and add comments as needed based on the above content.

Practical application: (40 minutes).

Divide the large group into four smaller groups and ask each one to define the roles within them.

Each group will discuss the following topics and present their findings to the larger group:

How can we incorporate greening concepts in our projects?

What steps can we take to turn the training hall into a green hall?

The relationship between the green economy and sustainable development.

What are the sustainable development goals?

After 20 minutes, each group will present the outputs. Ask for feedback from other groups.

Participants will learn critical environmental terms and how to educate youth to preserve the ecosystem.

Reflection and Tasks: (5 min)

Divide the participants into 4-3 groups and allocate 3 minutes to discuss the training session topic. During the meeting, emphasize the importance of the case to society and encourage the participants to share their views on youth›s role in alleviating environmental problems.

Ask them to watch the video at home and discuss it via WhatsApp:

https://www.youtube.com/watch?v=WfGMYdalClU

Session 56: Green Community Entrepreneurship

Training session objectives:

At the end of the session, Participants will have the ability to:

Learn about the concept of Green Entrepreneurship.

Learn about adaptation and environmental preservation strategies.

Acquiring environmental entrepreneurship skills.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card. Video show	• Reflection • Real world	• Adding value to ideas. • Ethical and sustainable thinking.	The activity aims to increase awareness about environmental concerns and promote the understanding of green entrepreneurship principles.
Understanding and Information	• Clarity	• Taking the lead • Effective communication • Ethical and sustainable thinking	This activity supports participants in learning about the importance of green entrepreneurship and sustainable development goals.
Practical Application	• Creativity • Cooperation	• Adding value to ideas • effective communication• • Learning via experience • Taking the lead	The activity aims to apply green entrepreneurship concepts and acquire its behaviors.
Reflection and Tasks	• Reflection • Real world	• Opportunity Exploration • Learning via experience	Participants should apply entrepreneurial concepts from training to daily life.

Training Session Supplies:

Flip chart, colored markers, and wide adhesive tape.

Duration of the Training Session: 90   min

Implementation plan

Access Card (15 min)

At the beginning of the training session, display the following video:

https://www.youtube.com/watch?v=1A9g9DJdBrM

Stimulate discussion among the participants and ask the following questions:

• How do you feel after watching the short video?

• What is the importance of green entrepreneurship in our daily lives?

• What is your definition of the concept of green entrepreneurship?

Understanding and Information: (30 min)

On a flip chart paper, display the definition of green entrepreneurship as solving environmental issues through economically sustainable and socially inspiring businesses.

Environmental problems refer to any human-caused changes in the natural environment that disrupt the balance of ecosystems, including chemical and physical alterations to both living and non-living elements.

The primary objective of green entrepreneurship is to address environmental issues and obstacles through entrepreneurial activities.

Show Appendix 1›s picture of the Sustainable Development Goals, followed by an explanation of the goals:

The international community viewed the 2030 Plan as an ambitious initiative that could lead to a comprehensive transformation at a global level, provided that it was implemented in an integrated manner, primarily based on human rights, to achieve sustainable development. The plan consisted of 17 primary goals and 169 sub-goals that aligned with the Millennium Goals to accomplish what needed to be completed.

What is the importance of the Sustainable Development Goals in our lives and the projects we implement?

Practical Application: (40 min)

Divide the participants into 3 or 4 groups using an interactive method. Then, ask them to define the roles within their respective groups.

Recall the design thinking tools from previous sessions and encourage them to identify a real societal problem.

After 20 minutes, each group will present the environmental problem and the proposed solutions to the large group, focusing on clarifying each of the following during the presentation:

- What prompted the team to choose that environmental problem?

- The mechanism taken by the team to analyze the dimensions of that problem.

- The group›s mechanism for finding appropriate solutions to treat this problem.

The main goal of this activity is to integrate trainees into the environmental issues their communities face. It also emphasizes the critical role played by young people in preserving the ecosystem by tackling ecological challenges through their innovative work.

Reflection and tasks: (5 min)

Tell the participants to share at least five environmental problems facing society on their WhatsApp group.

Ask the participants to watch the videos provided below and have a discussion about them through WhatsApp:
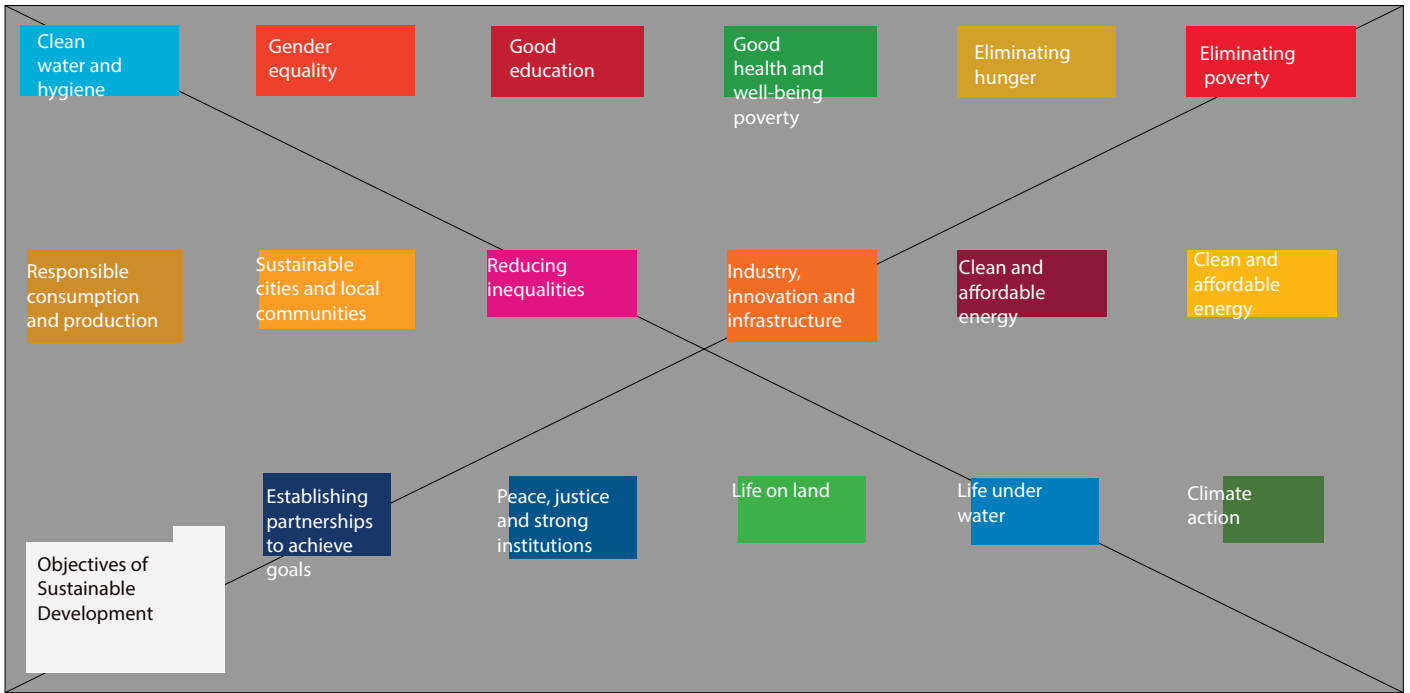
Show the video "My Country Bag." a Ghazawi initiative to reduce plastic waste:

https://www.youtube.com/watch?v=YDJ5DtHi5Pg

Watch a video on how to get more energy in Gaza:

https://www.youtube.com/watch?v=YBXUS1xyCbI

Clean water and hygiene

Gender equality

Good education

Good health and well-being poverty

Eliminating hunger

Eliminating poverty

Responsible consumption and production

Sustainable cities and local communities

Reducing inequalities

Industry, innovation and infrastructure

Clean and affordable energy

Clean and affordable energy

Establishing partnerships to achieve goals

Peace, justice and strong institutions

Life on land

Life under water

Climate action

Objectives of Sustainable Development

Session 57: Closing Session

Session objectives:

At the end of the session, Participants will have the ability to:

Rethink and reflect on the training or the parts they learned from this manual.

Participants understand the importance of applying what they learn in training to real-life situations.

Participants will be able to exchange their means of communication with other participants to build relationships and networks that can be used in the future.

Competencies and skills included in the training session:

Sections	EntreCompEdu	EntreComp	Tips for trainers
Access Card	• Clarity • Creativity • Real world	• Creativity • Adding value to ideas • Learning via Experience • Taking the lead	This activity identifies all the positives and nega- tives associated with the training sessions given to the participants.
Session 2	• Clarity • Creativity	• Creativity • Identify weaknesses and strengths • Taking the lead • Coping with ambiguity and uncertainty • Self-awareness and Self-Efficacy	This activity supports participants to identify the most important things learned during the training and will apply them during the coming period.
Session 3	• Creativity • Clarity	• Creativity • Adding value to ideas • Taking the lead	The objective is to end the training with the participants in an Interactive Manner, with love and peace.

Training Session Supplies:

Evaluation sheets for the training program, headphones, laptop, ink pens, red sticky notes with some participants, and green sticky notes with some participants.

Duration of the Training Session: 60   min

Implementation plan

First activity (20 min)

Ask the participants to sit in a circle.

Distribute four sticky notes among the participants, two red and two green.

On the red cards, ask each participant to write the most significant positive points that they liked about the training sessions.

On the green cards, ask each participant to write down the most essential negative points they did not like about the training sessions.

When they finish, ask the participants who wish to share the points written with the group.

Thank the participants for their trust and participation.

Activity 2 (20 min)

Ask the participants to each sit in a separate place in the training hall.

Tell them to face the wall if possible; each has a pen and paper.

Ask them to write down all their feelings during the training period, the most important strengths and weaknesses, the things that bothered them and the things that made them happy, and the most important things that they will work on after the end of the training, "What will you do after the end of this training?"

Play the accompanying music while the participants are busy doing the activity at a low volume.

https://www.youtube.com/watch?v=Yf-H-x5ifks

When the music ends, thank the participants for acting.

Leave room for the participants to provide any feedback they want to discuss.

Activity 3(20 min)

Thank the participants for committing to the training and implementing all its requirements.

Apologize to them if anything upset the participants during the training period.

Wish them a happy life and a new start after the end of this training.

Distribute evaluation papers for the training program.

Ask the participants who have completed the evaluation to share their means of communication, especially those who see that they can work jointly.

Motivate everyone to participate in taking group photos at the end of this training.

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