

GREEN GREEN ENTREPRENEURSHIP AS AN OPPORTUNITY FOR YOUTH

Manual and tips for trainers

**SLOVENIA
PORTUGAL
NEPAL
ARGENTINA
GHANA
INDONESIA**





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Introduction

Dear reader

In front of you is a handbook for youth workshop coaches on entrepreneurship with an emphasis on sustainable entrepreneurship. It contains several guidelines for organizing and managing the learning process. It covers all stages of the process; from preparatory through implementation and final evaluation.

Several examples of actual exercises are also given. It is not necessary to use all of them when conducting workshops. Choose the ones that suit you best.

For the successful implementation of entrepreneurial workshops, you need to learn well about the topic. To do this, use the first part of the handbook "Handbook about green entrepreneurship", which will serve as a theoretical background.

We wish you a lot of joy and success in conducting entrepreneurial workshops with young people.

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Consortium "Green Entrepreneurship as an Opportunity for Youth"



What are green jobs?

Green jobs reduce the environmental impact of enterprises and economic sectors, ultimately to levels that are sustainable. Specifically, but not exclusively, this includes jobs that help to protect ecosystems and biodiversity; reduce energy, materials, and water consumption through high-efficiency strategies; de-carbonize the economy; and minimize or altogether avoid generation of all forms of waste and pollution.

Green jobs in emerging economies and developing countries include opportunities for managers, scientists and technicians, but the bulk can benefit a broad cross-section of the population which needs them most: youth, women, farmers, rural populations and slum dwellers.

However, many jobs which are green in principle are not green in practice because of the environmental damage caused by inappropriate practices. Moreover, the evidence shows that green jobs do not automatically constitute decent work.

Employment in industries such as recycling and waste management, biomass energy and construction tends to be precarious and low-paid. Green Jobs policies is therefore about turning these jobs into green jobs, quality jobs that contribute to the environment. If green jobs are to be a bridge to a truly sustainable future, this needs to change. Green jobs therefore need to comprise decent work. Decent, green jobs effectively link Millennium Development Goal 1 (poverty reduction)



and Millennium Development Goal 7 (protecting the environment) and make them mutually supportive rather than conflicting.



Tips for Trainers

One of the main goals is therefore to create the best possible learning conditions so that all participants can better understand the issues addressed; either local, global, or both. The aim is to provide an environment that allows for the exchange and sharing of views, ideas and knowledge, and not to focus too much on results. You need to enable and support this process, not just teach content.

We need to enable young people to be the protagonists of the project, from planning to evaluation, so that the project reflects them and their experiences.

Trainers should use a competency-based approach as a way of teaching. It therefore does not focus so much on the transfer of knowledge, facts and figures, but rather encourages young people to explore, learn and develop a sense of connection and responsibility on their own. To encourage their intellectual development, trainers can encourage young people to be curious, formulate hypotheses, collaborate, and seek solutions to problems.

Proposing alternative solutions and taking collective action aimed at changing their environment can develop a sense of “global responsibility” and remind participants that they are “citizens of the world”.

Don't worry if you haven't achieved the expected results.

If you invest a lot in the process, you will achieve better results, as you will help participants develop a

Tips for trainers

You should make young green entrepreneurs aware of the need to think about the eco-design of products and services. Trading a green product/service is good, doing it cleanly is even better!

In addition, it could be helpful if they identify the eco-labels related to their product or service in the countries in which they operate. Then, they can check the requirements to obtain them, and assess the possibilities to get those eco-labels to foster sales.

Tips for trainers

Amongst the whole range of drivers, the motivation of the participants shall be considered essential for the success of the project.



better understanding of the topics covered, expand their awareness and, consequently, their emotional response and behaviour. These elements, however, also form the basis for the change you and your students want to see in the world.

Create a suitable learning environment. A positive, safe and inclusive learning environment from and with others, in which everyone feels safe and feels part of the community.

Such an environment will enable and encourage young people to participate in the activity from the very beginning. An environment that looks and works more like a common space (a space without barriers, chairs in a circle, small groups, etc.) can create a relaxed group dynamic. In this way, young people will feel that they are free to discuss and express their views.

Design your project to include activities and methodologies that encourage curiosity and creativity.

Think about the competencies that your project will develop, and on this basis, choose the content, set goals and actions that will reflect this. The project must be useful and have real useful value.

Tips for trainers

Environmental & social challenges can sometimes be too wide or complex to tackle directly, so in order to narrow them down to a manageable scale where the business can have a meaningful impact, the participant needs to search for the actual causes behind them, looking for the root ones or staying at a level where the influence will be greater.

In practice, this is achieved by repeatedly asking why or, to use a cooking analogy, peeling an onion, layer after layer.



But remember that the process is crucial. So don't think too much about the complex details of the content: it's more important to be in solidarity than to know the definition of solidarity.

The informal learning process is primarily a collective process. Choosing an approach that creates or builds on a sense of community while developing internal and external networks can contribute a wide range of perspectives, ideas and experiences to your project.

Before activity

Create an open, inclusive and receptive environment for the project; share materials, information, methods and ideas with students. Encourage this process to identify common needs, expectations, and project goals through dynamic and participatory activities.

First, examine what interests your participants so that the process and content of the activity will be of interest to them as individuals and groups.

Be open and flexible about the issues you address and address these issues / topics.

Tips for trainers

Sometimes participants have a strong focus on a local challenge, and do not see how it connects with the big picture. Accordingly, a more natural approach to studying context would be to start locally (the participant's venture and its immediate environment), and then widen the scope (regional and global context) progressively.



Ask such questions, which are also asked by young people, and respond to the flow of the debate rather than relied too much on pre-determined questions.

Ensure that young people remain at the heart of the learning process and that they develop and upgrade their competencies during the process.

Keep in mind that the main goal of the learning process is to inspire participants, enable them, and encourage in them a desire to initiate and implement change. As Mahatma Gandhi said, "ideas without action mean nothing."

It is essential to create an optimistic atmosphere that lets participants know that change is possible.

You can use examples of good or bad practice to describe the challenges faced by others and the progress they have made in overcoming these challenges.

Tip For Trainers

After having selected the main stakeholders, participants may find it relevant to meet them for the co-creation of the business and to validate hypotheses. For doing so, participants can make individual interviews or set up groups of stakeholders (about 6 people per group) and meet them for no longer than 2 hours. During these meetings, participants shall collect feedback from the stakeholders by asking them questions about their business (e.g. does the business focus on the right problems? what do they think of the value proposition? would they be willing to contribute to it? what could they give to the project and get in return?). By getting people from different background together, participants will have large opportunities to think 'out of the box' (that is out of the established framework), and come to innovative ideas.



Create a friendly atmosphere at the very beginning of your activity. Involve collaborators and find out how they can contribute to the activity, what expertise or aspects they can contribute, and how they would like to collaborate or can collaborate.

During the activity

Invite participants to sit down or stand in a circle to create a discussion space in which everyone will be included as equal participants. The complexity of some of the topics you will be addressing may mean that no one in the room is an expert in the area being addressed. Everyone can learn the most from the process of researching such a field.

Take advantage of activities as an opportunity to learn with students. Listen carefully to what they have to say, take notes, and explore new topics and ideas with them.

Tips for trainers

Encourage the participants to think of all sorts of channels to reach their stakeholders and encourage them to take advantage of the internet potential to interact with them. It is a great platform for establishing relationships with stakeholders in a cheap and fast manner.



During the activities, make notes that everyone can see (on the board, smart device, paper, etc.), and try to summarize the discussion and highlight the main concepts and connections between them. If possible, summarize the common findings.

Let participants “feel” the topic through methodologies that allow them to “put themselves in the role of others”. Meanwhile consider their emotions in the process.

Give young people space and time to contribute their own knowledge and understanding, while remembering that their personal experiences will influence their perception of the topics covered.

Consider how individual participants can best participate and contribute to the process. This may include such key tasks as the use of social media, research, networking with professionals, and so on.

Tips for trainers

Participants should not worry too much about coming up with perfect indicators at the start; they can simply focus on the notion that the objectives need to be tracked and thus measurable indicators are needed. Project indicators should be refined all the way over the project journey, as the "green business" model evolves.



Base your work on real-world experiences. This means that the topics and content of the discussions must be "alive"; if young people see the content with their own eyes, they will not only gain knowledge but also competence.

Encourage critical thinking as a basic starting point. Teach young people to think critically and encourage their creativity with the help of various tools (analyzing newspaper articles, discussions, using different points of view, a living library, etc.).

During the activities, ask students to identify the connections between their own habits (e.g., what they usually wear or eat) and the teams you address.

Once the group has identified the issues they want to address, help participants creatively design their own "solution". Encourage them to think outside the box and use unique and innovative approaches.

It is important to motivate the group and help participants visualize the goals they want to achieve. Encourage them not to focus on the scale

Tips for trainers

When you disagree with a participant's remarks or arguments but don't wish to embarrass them:

1. Find something about the contribution with which you agree. Then
2. Gently disagree with the key issue and, lastly
3. Deflect to the group for comments

Example: "Yes, you are absolutely right that this situation is extremely common. I'm not sure that this is the only way to handle it, however. Has anyone else found another way to deal with it?"



of the action, but on its role as part of the global contribution to positive change.

Learn to make decisions together and respect the views of all participants. Different points of view help to develop your activity and help participants learn how to deal with different points of view. Start with different points of view and ask participants to find common ground on the topic you are addressing.

Find out what actions the group believes can bring about change on the subject. Let participants freely express their views on what these measures might be and how best to start them.

Use a variety of tools and adapt them to the different abilities and characteristics of the group as needed.

Each milestone offers a new opportunity. When you feel your activity has reached an important milestone, share it with others. Your work can enrich and inspire other actors and citizens and lead to further opportunities for change.

Build and develop the network by enabling each individual (young people, organisations, other stakeholders) to contribute suggestions, ideas and feedback on how best to achieve the project

Tips for trainers

Make the connection between what is being learned and what they already know. Create a space where participant expertise is valued and heard!



objectives. This will give you a collection of ideas, resources and tools that you, your colleagues and the whole school community can use in the future.

Evaluation

Create conditions that allow you to evaluate the educational process together. Encourage this assessment to the best of your ability, without any affect on participants in doing so.

Participate in the evaluation and help young people to analyze the experience in detail. Act as an observer and ask questions as well and highlight aspects that students need to consider.

To make students feel that they can express themselves without any restrictions, design one phase of assessment without discussion. Give to each student the opportunity to explain what he thought was good and what could be improved without others commenting on or further discussing his statement.

Tips for trainers

Have a few stories to tell for different parts of your session. Storytelling really helps participants connect to the content and remember.



Encourage young people to assess themselves: ask them what they learned and how they felt during the activity - personally, as members of the group and as citizens.

Be prepared to switch roles and ask them for feedback on project performance so you can improve your approach. Questionnaires are not the best way of participatory assessment: you can use thought patterns or other tools that will encourage their creativity and deepen the level of feedback.

Remind participants of the competencies they have acquired through the project. You can use strategies that coincide with learning objectives and at the same time support learning (e.g., critical thinking and self-assessment, collecting feedback from peers, writing a diary, compiling a portfolio).

Ask students if they felt the problem you were addressing. Has the educational process embraced both an emotional and a rational dimension?

Create a space that allows you to analyze and study their actions, the results achieved, and how participants felt during the process.

- What advantages and disadvantages were highlighted?

Tips for trainers

Allow at least 30-50% of the time to integrate with participants. If your presentation is 30 minutes long, allow learners to process and integrate it for at least 10-15 minutes.



- What was good and what could be improved?
- What lessons have been learned for the future?

Identify the changes to motivate the group to keep working. Encourage them to share their story, and don't forget to celebrate the success of the activity!

Don't focus too much on the results of the project, but on the process itself. What changes do you notice in the way the group works and in each individual?

Find space and time to evaluate the process together with young people in an inclusive way and find out how they feel at the end of the project.

Involve all participants in the activity in the evaluation process. Thus, the evaluation will be extensive and offer the most information.

Find ways to maintain networks and relationships between the organizations, NGOs, and other actors you have involved in the project, even after the end of the project.

Tips for trainers

Add kinesthetic activities – e.g., stretch breaks, games, energizers etc. Try to have at least two short ones during each day of training (Less than 5% of your total time).



Celebrate your successes outside the group. Share them at a public event, online, and with all the networks (internal and external) that helped achieve the results.