



D2.3 MANUAL FOR PEER TRAINING IN ENTREPRENEURSHIP SKILLS

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MANUAL FOR PEER TRAINING IN ENTREPRENEURSHIP SKILLS

PREFACE

Young people have ideas, abilities and perspectives that can contribute to positive change in their own lives and in the communities around them. What they often need is an opportunity to recognise this potential, develop it through experience and gain the confidence to turn their ideas into action.

This Manual was created to support that process. Developed within the CYBER Change project, it offers practical and participatory learning activities through which young people can explore their strengths, recognise needs and opportunities, develop and test ideas, make decisions, collaborate with others and gradually turn their ideas into concrete action. Through this process, they develop entrepreneurial skills as practical abilities to take initiative, create value, mobilise resources, collaborate and actively contribute to positive change in their communities and in society.

At the heart of the Manual is a simple principle: entrepreneurial skills are best developed through practical action. We therefore hope that it will serve as a useful and adaptable resource for youth workers, peer educators and young leaders in creating learning environments where young people can experiment, learn from one another and discover what they can create, improve and change.

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INTRODUCTION

The **Manual for Peer Training in Entrepreneurship Skills for Young People**, developed within the **CYBER Change** project, is a practical tool for youth workers, peer educators, young leaders and other people working with young people through non-formal education and peer learning.

The Manual aims to support young people in developing the skills, self-confidence and initiative needed to recognise opportunities and needs, develop ideas and turn them into concrete actions. Through practical and participatory activities, young people are encouraged to explore their own potential, better understand the environment in which they live, develop and test ideas, plan activities, mobilise resources, make informed financial decisions, communicate their ideas and take concrete steps towards their implementation.

The Manual was developed taking into account the findings of the CYBER Change Needs Assessment and translates the identified needs and challenges into a practical learning process. Rather than approaching entrepreneurship as a set of theoretical concepts, the Manual creates opportunities for young people to learn through experience, teamwork, reflection, problem-solving and practical experimentation with ideas.

In this Manual, entrepreneurship is understood more broadly than starting or running a business. It is the ability to recognise opportunities and needs, develop ideas and turn those ideas into actions that create value for oneself and for others. The value created may be economic, social or a combination of both.

Entrepreneurial skills can therefore be applied in different contexts – from developing a product or service to organising a youth initiative, responding to a community need or taking action for positive change. In this sense, entrepreneurial thinking can also naturally support social activism, helping young people recognise issues that are important to them and their community, develop possible solutions, mobilise others and move from idea to action.

The Manual is based on the learning by doing approach – learning through practical work and experience. Participants are not expected only to learn *about* entrepreneurship, but also to experience the entrepreneurial process themselves – to recognise opportunities, develop and test ideas, make decisions, work with others, plan and mobilise resources, learn from feedback and adapt their ideas as they gradually move towards action.

Peer learning is an important part of this process. Through teamwork, discussion, joint problem-solving and peer feedback, participants learn both from the activities and from one another. At the same time, this approach enables them to gradually develop the self-confidence and skills needed to share what they have learned and support learning processes among their peers.

The Manual can be used as a complete programme, following the proposed progression of the modules, but it can also be used flexibly by selecting and adapting individual modules and sessions according to the needs, experience and context of the specific group.

Alongside this Manual, the *Peer Training Manual on Digital Skills for Social Entrepreneurship* has also been developed within the CYBER Change project. The two manuals are complementary and together support the development of entrepreneurial and digital competences that young people can apply when developing and implementing their ideas and initiatives.

ABOUT THE CYBER CHANGE PROJECT

The CYBER Change - Competent Youth Builders: Entrepreneurship, Resilience and Digital Skills for Change is a 24-month Erasmus+ Capacity Building in the field of Youth project implemented by a consortium of experienced youth organisations from Programme and Partner Countries. The project is coordinated by ASOCIATIA COPIII IN SANUL FAMILIEI - FoRC (Romania), in partnership with: Centre for Youth and Social Development - CYSO (Serbia); MIOS (Bosnia and Herzegovina); Forum MNE (Montenegro); IDCSI (Kosovo*¹)

The project supports young people, particularly young people with fewer opportunities, in developing digital and entrepreneurial skills, resilience, initiative and active participation through non-formal education and peer learning.

At the same time, the project provides youth workers, peer educators and other people working with young people with practical and adaptable methods that they can use in different non-formal learning environments.

The **Manual for Peer Training in Entrepreneurship Skills for Young People** is one of the practical tools developed within the project and is specifically focused on developing entrepreneurial competences among young people that can be applied in different contexts – from economic activities to initiatives that create social value and contribute to positive change in the community.

FROM THE NEEDS ASSESSMENT TO THE MANUAL

The Manual was developed on the basis of the findings of the **CYBER Change Needs Assessment**, conducted to better understand young people's experiences, interests, needs and challenges in areas relevant to entrepreneurship and their active participation.

The findings show that **young people are interested in entrepreneurship, but that this interest does not always easily translate into concrete initiative and action**. The identified barriers include lack of self-

¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

confidence, fear of failure and judgement, low motivation, lack of support and uncertainty about how to take the next steps. At the same time, the findings point to a need for practical knowledge and skills that will help young people develop an idea, assess the possibilities for its implementation and gradually move from interest and reflection towards concrete action.

These findings directly influenced the selection, content and sequence of the topics in the Manual. Rather than addressing entrepreneurial skills as separate theoretical areas, the modules are organised as a **gradual process that guides young people from recognising their own potential and the opportunities around them to developing, testing and implementing a concrete idea.**

How have the findings been translated into the topics of the Manual?

- **Self-confidence, motivation and recognising one's own potential** – Findings related to lack of self-confidence, fear of failure and low motivation are addressed from the very beginning of the Manual. Participants identify their own strengths, abilities, interests and goals and gradually build greater confidence in their own potential and ability to take initiative.
- **Recognising needs, problems and opportunities** – The Manual encourages young people to observe the environment around them and identify needs, problems and opportunities that can serve as a starting point for developing an idea. In this way, entrepreneurial initiative is naturally linked to active participation and to the possibility for young people to contribute to positive change in their community.
- **From an idea to a solution that creates value** – In response to the need for more practical experience, participants do not stop at generating ideas. They learn to think about **who the idea is intended for, what need it addresses, what value it creates and which assumptions need to be tested.** In this way, they develop the habit of testing ideas, seeking feedback and improving them based on what they have learned.
- **Planning and moving from idea to implementation** – Uncertainty about what to do next is addressed through activities that help young people turn an idea into concrete goals, activities, responsibilities and next steps. Rather than expecting them to have a complete solution immediately, they learn how to gradually develop a realistic and achievable implementation plan.
- **Financial skills and resource mobilisation** – The Manual includes practical work with resources, costs, budgeting, sources of funding and basic financial decisions. The aim is not only for young people to understand financial concepts, but also to be able to assess **what is needed for an idea to be realistically feasible and how to use the resources available to them responsibly.**
- **Communication, collaboration and mobilising others** – Lack of support is not addressed only as an individual challenge. Through teamwork, peer learning, presenting ideas and feedback, young people practise how to explain their idea, work with others, ask for support, identify potential partners and involve people who can contribute to its implementation.
- **Dealing with uncertainty, failure and change** – Fear of failure is addressed through a practical logic of **testing, learning and adapting.** If the first attempt does not produce the expected result, participants are encouraged not to automatically see this as the end of the idea, but to consider

what they can learn from the experience and what they need to test, adapt or do differently next time.

- **From learning to concrete action** – The final parts of the Manual directly address the gap between interest and action identified in the Needs Assessment. Participants return to their ideas and plans, reconsider them based on what they have learned and identify **concrete and realistic next steps**.
- In this way, the **CYBER Change Needs Assessment serves not only as the initial rationale for the Manual, but also as the foundation for its overall developmental logic**. The identified needs are linked to specific competences, and the competences to practical activities that support young people in gradually moving from interest and ideas towards greater self-confidence, developed skills and concrete action.

WHO IS THE MANUAL FOR?

The Manual is intended for people working with **young people aged 15 to 29** within non-formal education and community work, including youth workers, peer educators, youth organisations and centres, civil society organisations and young leaders.

It contains practical, ready-to-use sessions that can be adapted to different groups, programmes and learning environments. Facilitators **do not need to be experts in entrepreneurship**. Their role is to guide the process, ask questions, create space for exploration and discussion, and help young people connect what they are learning with their own ideas, experiences and the environment in which they live.

At the same time, the Manual creates opportunities for young people to gradually gain greater self-confidence in **sharing what they have learned, working with peers and taking initiative in their own environment**.

HOW TO USE THE MANUAL

This Manual is a **practical tool, not a strictly prescribed curriculum**. The modules are organised in a logical sequence and guide participants through the process of developing entrepreneurial skills – from recognising their own potential and opportunities in their environment, through developing and planning ideas, to communicating, adapting and turning them into concrete action.

In this way, the modules are not a collection of isolated topics, but a **connected developmental pathway**. An idea that emerges in one part of the process is gradually explored, tested, developed and planned,

considered from the perspective of the resources and finances needed for its implementation, communicated and improved, and ultimately turned into concrete next steps.

When the Manual is used as a complete programme, it is recommended that the modules be implemented in the proposed sequence, as each builds on previously acquired knowledge and experience. However, the Manual is also designed for flexible use, so depending on the objectives, available time and needs of the group, **individual modules or sessions** may also be selected, with appropriate adaptations.

Each session contains **a session overview, learning outcomes, required materials, facilitator preparation, detailed implementation instructions and, where necessary, working materials for participants.** Handouts, situation cards and other materials intended for direct use by participants are provided at the end of the relevant session so that they can be easily printed and used.

This Manual can also be used alongside the *Peer Training Manual on Digital Skills for Social Entrepreneurship*, developed within the CYBER Change project. The two manuals complement each other by approaching young people's ideas and initiatives from connected perspectives. While this Manual focuses on entrepreneurial competences – from recognising personal potential and community needs to developing ideas, planning, mobilising resources and communicating ideas – the Digital Skills Manual strengthens the digital dimension of this process.

Where relevant, facilitators can combine sessions from the two manuals. Activities on understanding community needs can be complemented by digital research, community mapping and AI-supported analysis; activities on developing ideas and action plans by the use of AI and digital tools for planning; activities on budgeting, resource planning and mobilising support by digital tools for organising information, conducting research and connecting with potential supporters; and activities on communicating ideas by digital communication and content creation. Sessions on critical thinking, online safety and the responsible use of AI can further help participants use digital tools safely, critically and responsibly. Facilitators can select and combine relevant sessions according to the learning objectives, needs and experience of their group.

FLEXIBLE USE AND ADAPTATION OF SESSIONS

Every group of young people is different. Age, previous experience, self-confidence, interests, educational experience and opportunities for participation can vary considerably.

Facilitators should therefore adapt the **examples, language, pace, duration and level of support**, without changing the core objective and learning outcomes of the session.

Some groups will find it easier to work through discussion, while others will need more practical work or more concrete examples. Some participants may already have experience with a small entrepreneurial activity, volunteering activity, social activism or a youth initiative, while for others this may be their first opportunity to develop an idea of their own.

The facilitator should use the diversity of experience within the group as **a learning resource**, while at the same time ensuring space and support for all participants to actively engage.

The most important thing when adapting the sessions is to preserve **the objective and learning outcomes**, while adapting the methods so that participation is meaningful and accessible to the specific group.

WORKING WITH DIFFERENT AGE GROUPS

As the Manual is intended for **young people aged 15 to 29**, the same activity will not always be facilitated in the same way.

For young people aged **15 to 18**, use simpler language, concrete situations that are close to their everyday lives, and more guidance and support, particularly when moving from an idea towards planning and concrete action.

For young people aged **19 to 24**, more space can be provided for independent work, exploration, decision-making and the development of initiatives related to their education, work, interests or community.

For young people aged **25 to 29**, activities can be more strongly linked to professional development, entrepreneurial opportunities, leadership, mentoring and the creation of economic or social value.

However, **age should not automatically be equated with experience**. The facilitator should observe the specific group and adapt the pace, examples and level of support accordingly.

INCLUSIVENESS AND ACCESSIBILITY

Inclusion should be part of the planning and implementation of every session, rather than an addition made after the activity has already been prepared. Young people may have different educational and social experiences, different levels of self-confidence and prior knowledge, different communication needs, different access to resources and different opportunities for active participation.

Depending on the needs of the group, the facilitator should:

- use simple and clear language and explain new or more difficult concepts;
- give short instructions and explain more complex tasks step by step;
- read important instructions aloud when some participants need support with reading;
- use visual examples, symbols or simplified handouts when this facilitates participation;

- provide different ways of participating – through speaking, writing, drawing, working in pairs or in small groups;
- provide additional time when participants need it;
- form groups in which participants with different levels of experience can support and learn from one another;
- not assume that all participants have the same prior knowledge of entrepreneurship or other topics covered in the Manual;
- use examples relevant to young people's everyday lives and local environment and avoid examples that may exclude or stereotype certain groups;
- ensure that the physical space and activities are accessible to participants with disabilities and adapt activities requiring movement where necessary;
- provide alternatives when an activity requires the use of technology or another resource to which not all participants have access;
- not pressure participants to share personal, financial or other sensitive experiences in order to participate in the activity.

The purpose of adaptations is not to lower expectations for certain participants, but **to remove unnecessary barriers to participation and create different ways for all young people to contribute to the learning process.**

CORE PRINCIPLES

Non-formal learning

Young people learn through active participation. The sessions combine practical activities, teamwork, discussion and reflection rather than relying on lengthy presentations. The facilitator guides the process while leaving space for participants to explore independently, ask questions, exchange ideas and draw conclusions from their own experience.

Peer learning

Young people bring different knowledge, abilities and experiences and can learn a great deal from one another. Working in pairs and small groups, peer feedback, collaborative problem-solving and the exchange of experiences are used throughout the Manual to encourage collaboration, self-confidence and active participation.

In this process, the role of the peer educator is not to have an answer to every question, but **to create conditions in which peers can think, ask questions, try out ideas, exchange experiences and learn from one another.**

Learning through practical work

Entrepreneurial skills are best developed through application. Participants do not only discuss ideas, but **identify problems and opportunities, create solutions, test assumptions, plan activities, make financial and other decisions, communicate ideas and use feedback to improve them.**

Mistakes and attempts that do not produce the expected result are treated as opportunities for learning, reflection and adaptation.

Inclusiveness and accessibility

All young people should have a genuine opportunity to participate and contribute. Activities can be adapted to different abilities, experiences, needs and available resources while maintaining the same learning objective.

Participants' different perspectives and experiences are treated as a resource that can enrich shared learning and the development of ideas.

Creating value

One of the core principles of the Manual is to encourage young people to think not only about **what they want to do**, but also about **for whom it creates value and what kind of value it creates.**

Value can be economic – for example, a product or service that responds to a particular need and can generate income. But it can also be social – improving something in the community, supporting peers, responding to a local problem, raising awareness or mobilising people around positive change.

In this way, young people learn that entrepreneurial skills can be applied both in economic activities and in **social initiatives and different forms of active engagement in the community.**

Initiative and action

Entrepreneurial learning is meaningful when ideas gradually move into action. Participants are therefore encouraged to set goals, make decisions, take responsibility, mobilise resources and identify concrete next steps.

The focus is not on creating a “perfect” idea or plan, but on developing the ability **to get started, learn from what happens and continue with an improved next action.**

Learning, feedback and adaptation

The entrepreneurial process involves uncertainty. We cannot know in advance whether every assumption is correct or whether every idea will work as expected.

Participants are therefore encouraged to **ask questions, check, test, seek feedback and use the information obtained to improve their ideas and plans.**

Rather than automatically viewing an attempt that did not produce the expected result as a reason to give up, it can be used as a source of information and learning. Participants are encouraged to consider **what happened, what they learned from the experience, what they need to check or change, and what their next step should be.**

In this way, a simple but important entrepreneurial logic is built throughout the Manual: ideas are developed through testing, feedback, learning, adaptation and taking action again.

MODULES

MODULE 1 – RECOGNISE YOUR POTENTIAL

Module Overview

Entrepreneurial skills help young people **turn ideas into concrete activities and initiatives that create value for themselves and others.** They include the ability to recognise opportunities, generate ideas, take initiative, solve problems, collaborate with others and mobilise the necessary resources. The value created can be economic, social or a combination of both.

An important starting point for developing these abilities is **recognising one's own potential.** Before young people begin to recognise opportunities, develop ideas or plan concrete activities, it is important for them to become more aware of what they already know and can do, what their strengths are, what interests them and what they would like to develop further. Self-awareness and a sense of personal capability help them express their ideas more easily, take initiative, try new things and use the resources they already have.

Young people acquire skills and develop personal qualities in many different ways – through education, everyday experiences, family and other responsibilities, hobbies, sports, volunteering, work, relationships with peers, the use of digital technologies and dealing with different challenges. However, they do not always recognise these experiences as **knowledge, abilities and personal resources that they can use when they want to start, create or change something.**

This is why this module starts with the participants themselves. During the three sessions, they first recognise **the skills they already possess**, then deepen their understanding of their own potential by

exploring **personal strengths, qualities and interests**, and finally turn their attention towards the future by reflecting on **their own goals, dreams and what they want to achieve, create or change**. In this way, the module gradually connects self-awareness and the recognition of personal resources with vision, motivation and readiness to take initiative.

At the same time, the module helps participants recognise that **there is no single “right” profile of an enterprising young person**. Different people bring different abilities, experiences, interests and perspectives. One person may generate ideas easily, another may be good at organising, communicating or listening, while someone else may be good at researching, solving practical problems or using digital tools. When these different resources are recognised and combined, they can provide an important foundation for collaboration, developing ideas and taking initiative together.

Why is this topic important?

The findings of the **CYBER Change Needs Assessment** show that young people are interested in entrepreneurship and taking initiative, but that moving from interest to concrete action can be hindered by **lack of self-confidence, fear of failure and judgement, low motivation, lack of support and uncertainty about the next steps**. These findings show that when developing entrepreneurial skills, it is important for young people to recognise that **they already have knowledge, skills, experiences and personal qualities that can serve as initial resources for action**.

Recognising what they can already do can strengthen their sense that they have something to offer and that they can take a first step, even when they do not yet have a fully developed idea or plan. Setting goals and reflecting on their own aspirations further helps them connect their current perception of themselves with what they want to achieve in the future. In this way, the module lays the foundation for the further development of **self-awareness, vision, motivation, perseverance and initiative**.

Learning Outcomes

By the end of the module, participants will be able to:

- recognise their own skills acquired through different life experiences;
- identify their personal strengths, qualities, interests and other resources;
- recognise that different abilities and experiences can be a valuable resource when working and collaborating with others;
- reflect on their own potential and the areas in which they would like to develop further;
- formulate personal goals and aspirations and reflect on what is important to them in the future;
- connect their own abilities, strengths and goals with the possibility of taking initiative and creating value for themselves and others.

Key Entrepreneurial Competences

The module particularly contributes to the development of **self-awareness and a sense of personal capability**, as participants learn to recognise and value their own abilities and resources; **vision**, by reflecting on what they want to achieve, create or change; and **motivation and perseverance**, by connecting their own goals with a readiness to gradually take steps towards them.

These competences provide the foundation for what follows in the Manual. When young people have a better understanding of **what they can do, which of their strengths they can rely on and what they want to achieve**, they can more easily observe the needs and opportunities around them, develop ideas, collaborate with others and gradually turn ideas into concrete activities.

How Participants Learn

The activities in the module combine **individual reflection, work in pairs and small groups, sharing experiences, discussion and peer feedback**. In this way, participants not only explore their own skills, strengths and goals, but also learn through the experiences and perspectives of their peers.

Peer learning is particularly important in this module because recognising one's own potential does not happen only through individual self-reflection. Conversation, exchange and feedback from others can help young people recognise **abilities and qualities in themselves that they may not have noticed before**, while at the same time developing collaboration, mutual support and respect for the different abilities and contributions within the group.

SESSION 1 – RECOGNISING MY SKILLS

Session Overview

Young people use a wide range of skills every day, but they do not always recognise them as such. Skills are acquired not only through school, university or formal training, but also through hobbies, sports, volunteering, work, family responsibilities, spending time with peers, using digital technologies and dealing with different situations and challenges.

This session helps participants broaden their understanding of what a skill is, where skills are developed and which skills they already possess. Through individual work, exchange with peers and group discussion, they connect their everyday experiences with specific abilities and begin to recognise them as personal resources.

In the context of entrepreneurial competences, this is an important starting point. To take initiative, develop an idea or work with others, it is useful to know what we already have and what we can bring into the process. The session does not require participants to immediately think about a business or a specific entrepreneurial idea. The focus is on recognising existing skills as a foundation on which new abilities and initiatives can later be developed.

Duration: 60 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use examples from school, family, friends, sports, hobbies, social media and everyday activities. **19–24 years:** Include examples from studies, first work experiences, volunteering, youth activities and digital content creation. **25–29 years:** Connect the examples with work, professional development, independent projects, entrepreneurial activities, leadership and community activities.

Learning Outcomes

By the end of the session, participants will be able to:

- recognise different skills they already possess;
- identify experiences through which they developed those skills;
- recognise that skills acquired in everyday life can be just as meaningful as those acquired through formal education;
- reflect on how they can use some of their skills when working with others, taking initiative and engaging in different entrepreneurial and social activities.

Materials Needed

Flipchart, markers, A4 sheets of paper and pens.

Session Flow

Part 1 – What Does “Skill” Actually Mean? – 10 minutes

Start with a simple question to the whole group: “When we say that someone has a skill, what does that actually mean?”

Write several answers on the flipchart. Participants may give examples such as speaking a foreign language, using a computer, cooking, drawing, riding a bicycle, communicating with people or organising something.

Explain that a skill is something we have learned to do and that we can develop through experience and practice. We acquire some skills through school or training, but we develop many others without even noticing that we are learning.

Then ask: “Where can we learn something besides school?”

Write down the answers. They may include family, friends, sports, hobbies, volunteering, work, travel, the internet, social media, games, youth activities or simply situations in which we had to find a solution ourselves.

Connect the discussion with the message that what we can do is not determined only by diplomas or formal education. Many abilities that we use when starting something new, working with others or solving a problem are developed precisely through everyday experience.

Part 2 – What Can I Do? – 20 minutes

Explain that each participant will now work individually and try to recognise as many skills as possible that they already have.

Give them A4 sheets of paper and ask them to divide the sheet into three sections: What can I do? Where or how did I learn it? Where do I use it?

Give them around 10 minutes for individual work. Explain that they should not think only about “big” or professional skills. Give a few examples:

I can organise something – I learned it by organising activities with friends – I use it when we need to agree on who will do what.

I can make a short video – I learned it on my own using a phone and apps – I use it on social media.

I can listen carefully – I developed this through conversations with friends – I use it when someone has a problem.

I can find information online – I learned it through everyday use of the internet – I use it when I need to check or learn something.

While they work, encourage them to think about different parts of their lives: school, home, friends, hobbies, sports, volunteering, digital activities, work or other experiences.

When they finish, ask each participant to look at their list and mark three skills that they feel they use particularly well or that are important to them.

Part 3 – Our Group Has Many Skills – 20 minutes

Organise participants into groups of three or four. Give them around 8–10 minutes for each person to briefly share two or three skills from their list and how they acquired them.

Then each group should jointly select five different skills that exist within their small group.

Continue in plenary. Each group shares its five skills, and the facilitator writes them on the flipchart. The same skills do not need to be written down again if they have already been mentioned.

When the list is complete, look at it together. It will probably contain many different abilities – communication, organising, using digital tools, writing, listening, creative work, problem-solving, working with people, practical abilities and many others.

Then ask: “Which of these skills could be useful if we wanted to start an activity or initiative? Which would help us if we wanted to solve a problem? Which would be useful when working with other young people?”

There is no need to connect every skill to a specific entrepreneurial activity. The aim is for participants to gradually recognise that many of the skills they already have are resources they can use when creating ideas, collaborating, taking initiative or wanting to change something.

Part 4 – From Skill to Opportunity – 10 minutes

Ask participants to look again at the three skills they marked during the individual work and choose one.

Ask them one final question: “How could I use this skill for something that is important to me – to help someone, contribute to a group, start an activity or contribute to changing something?”

Give them a few minutes to reflect individually and write down one short idea. They are not expected to develop a project, business or complete entrepreneurial idea. The aim is simply to make a first connection between what they can do and what they can do with it.

Finish with a few voluntary contributions and the message:

“Entrepreneurial action does not begin only with what we lack. It often begins by recognising what we already have and asking: ‘What can I do with it?’”

Connect the session with the next one. Today, participants explored what they can do and where they acquired those skills. In the next session, they will look more broadly at their own potential – the experiences that have shaped them, the personal strengths they have, what others recognise in them and the qualities they would like to develop further.

Facilitator Notes

Some participants may find it difficult to immediately recognise what they can do, particularly if they associate skills only with formal education, certificates or professional experience. Help them with concrete examples from everyday life and questions about what they do at home, with friends, at school or work, in their free time, online or when they need to solve a practical problem.

Do not compare participants’ skills or create a distinction between “more important” and “less important” skills. The focus is for each participant to recognise that they already possess abilities acquired through different life experiences and that these can be further developed and applied in new situations.

SESSION 2 – DISCOVERING MY STRENGTHS

Session Overview

This session builds on the previous one, in which participants explored what they already know and can do. The focus now expands to personal strengths, the experiences that have shaped them, and the people and environments that have contributed to their development.

Recognising one's own strengths is important for self-confidence and a sense of personal capability, but also for developing an entrepreneurial mindset. To take initiative, propose an idea, try something new or contribute to change, a young person does not need to be good at everything. What is more important is recognising what they can rely on, what they can contribute and what they would like to develop further.

Strengths develop and become visible through our experiences, our relationships with others, the challenges we have faced and the situations in which we have taken action. At the same time, other people sometimes recognise qualities and abilities in us that we ourselves do not notice. Through personal reflection, storytelling, peer feedback and looking at themselves from different perspectives, participants will gain a broader picture of their own potential and the resources they already carry with them.

Duration: 105 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use examples from school, family, friendships, sports, hobbies and activities with peers. **19–24 years:** Include examples from studies, work, volunteering, youth activities and independently taking on tasks. **25–29 years:** Connect examples with work, professional development, independent projects, leadership and community activities.

Learning Outcomes

By the end of the session, participants will be able to:

- recognise personal qualities and strengths they already possess;
- reflect on the experiences, people and environments that have contributed to who they are today;
- connect their skills and strengths with specific life experiences;
- recognise people and sources of support they can rely on;
- identify positive qualities and abilities that others recognise in them;

- reflect on how they see themselves, how they think others see them and how they would like to be recognised;
- recognise aspects of their own potential that they would like to develop further.

Materials Needed

Flipchart, markers, larger sheets of paper for drawing the Tree of Life, A4 sheets, pens or markers, adhesive tape or other material for attaching the sheets, and three chairs.

Facilitator Preparation

Before the session, prepare a simple example of a **Tree of Life** to show participants. Mark the roots, the ground around the tree, the trunk, branches, leaves and fruits. The purpose of the example is to explain the activity, not to demonstrate what someone's tree "should" look like. Also prepare the materials for the activity with A4 sheets and three chairs for the final main activity.

The session involves personal reflection and sharing, so emphasise from the very beginning that participants decide for themselves what they want to share with others and that there are no right or wrong answers.

Session Flow

Part 1 – Tree of Life: Who Am I and What Has Shaped Me? – 45 minutes

Explain that each participant will create their own **Tree of Life**. Emphasise that this is not a drawing exercise. The tree serves as a basis through which participants will reflect on and talk about the different experiences, people, abilities and qualities that are part of their story.

Show the prepared example, then give each participant a larger sheet of paper and a marker and ask them to draw a simple tree.

On the **roots**, ask them to write where they come from and what has shaped them – places, family, culture, people, groups, organisations, experiences or other influences that have contributed to making them the people they are today.

On the **ground around the tree**, ask them to write the activities and things that are part of their lives today – interests, hobbies, school or studies, work, volunteering, sports, socialising, community activities, digital activities or other things to which they devote time.

On the **trunk**, ask them to write their talents and skills. Remind them of the previous session and encourage them to think about abilities they have acquired outside formal education as well. They can also include something they believe they have potential in and could develop further.

On the **branches**, ask them to write their hopes, wishes and things in which they would like to grow in the future. These can be personal, educational, professional or related to something they would like to create,

start or change. At this stage, they do not need to elaborate their goals or the steps for achieving them in detail.

On the **leaves**, ask them to write the names of people who are important to them and who support them or from whom they can learn. These can be family members, friends, teachers, colleagues, mentors, youth workers or other people who have a positive role in their lives.

On the **fruits**, ask them to write the personal strengths they recognise in themselves and that can help them in different situations in life. If they need some inspiration, give examples such as curiosity, creativity, perseverance, responsibility, patience, courage, resourcefulness, empathy, openness, independence, flexibility, attentiveness, calmness, willingness to learn, cooperativeness, initiative and organisation.

When they have finished their trees, organise participants into small groups of three or four. Invite them to tell the story of their tree, rather than simply listing the things they have written. Each person decides which parts they want to share. Encourage the others to listen carefully without interrupting, comparing or judging.

At the end, briefly ask: “What did you notice while creating your tree? Did you discover something about yourself that you had not thought about before? How are the experiences we have been through connected with what we can do and the strengths we have today?”

Part 2 – What Do Others Recognise in Me? – 20 minutes

Give each participant an A4 sheet of paper and help them attach it to their back.

Explain that everyone will move around the room and write on other participants’ sheets something positive that they recognise or appreciate about that person.

It can be something they have noticed during the training or something they already know about the person, for example: you are a good listener, you are responsible, you know how to encourage others, you are creative, you are calm, you have good ideas, you are persistent, you help when someone needs it, you work well with others.

Emphasise that comments should relate to the person’s character, qualities, abilities or behaviour, not their physical appearance.

Give them enough time to move around the room and write messages for several participants. It is not necessary for everyone to write something for every other person, particularly if the group is larger.

Participants then remove the sheets and read the messages individually. Give them a few minutes to reflect, and then ask: “Is there anything on the sheet that you also recognise as one of your strengths? Did anything surprise you? Did others notice something in you that you had not previously thought of as a strength? Is there something you consider to be one of your strengths that did not appear on the sheet?”

Explain that sometimes others may notice a quality that we ourselves take for granted. On the other hand, we ourselves know our own experiences, efforts and abilities that others may not have had the opportunity to see. Therefore, both our own perspective and the perspectives of others can help us better recognise our potential.

Part 3 – The Three Chairs: How Do I See Myself and How Do Others See Me? – 30 minutes

Place three chairs in front of the group and explain that each represents a different perspective from which participants will talk about themselves. Each participant sits on the three chairs in turn and speaks briefly from the perspective represented by each chair.

The first chair – “How I see myself.” The participant speaks in the first person about themselves, the qualities and strengths they recognise in themselves and what they appreciate about themselves.

The second chair – “How I think others see me.” The participant moves to the second chair and talks about themselves from the perspective of people who know them. They can reflect on what they thought previously, but also on the messages they have just read on their sheet. The participant again speaks for themselves; others do not add to, correct or answer on their behalf.

The third chair – “How I would like others to see me.” The participant talks about the qualities and strengths for which they would like to be recognised and what they would like to develop further in themselves.

Give each participant a short amount of time on each chair. Do not interrupt with additional questions and do not turn the activity into an interview. The aim is for participants to speak for themselves and experience the difference between the three perspectives.

When everyone has gone through the three chairs, hold a brief joint reflection. Ask whether it felt different to talk about themselves from the three positions and whether they recognised anything new about themselves during the activity.

Part 4 – Reflection and Debrief – 10 minutes

Ask participants to reflect on the entire session – their Tree of Life, the messages they received from others and their experience with the three chairs. Ask: “What new thing did I recognise about myself today? Which of my strengths can I rely on? Did others recognise something in me that I had not noticed myself? What would I like to develop further?”

Invite several participants to share voluntarily.

Connect the discussion with entrepreneurial action. When we develop an idea, take initiative, work with others or try to create something new, we do not start from zero. We bring with us experiences, skills, personal strengths, people we can rely on and the ability to continue learning and developing.

Finish with the message that our own potential is not something fixed. What we can already do and the strengths we have are resources we can rely on, but at the same time we can develop new abilities through experience, practice, learning and working with others.

In the first session, participants reflected on what they can do, while in this session they explored what has shaped them, what their strengths are, what others recognise in them and what they would like to develop further. The next step is to look towards the future and think about what they want to achieve, learn, create or change and how they can begin moving in that direction. This will be the focus of Session 3 – “My Goals, My Dreams.”

Facilitator Notes

The “Tree of Life” may open up personal or sensitive topics, so no one should be forced to write down or share anything they would prefer to keep to themselves. Emphasise that there is no “correct” way to create the tree and that the quality of the drawing is not important.

During the activity with the sheets attached to participants’ backs, clearly emphasise that participants should write only positive and respectful messages related to qualities, abilities or behaviour, and not comments about physical appearance. Make sure that no participant is left with an empty or almost empty sheet; if necessary, organise the movement so that everyone receives several messages.

During the three-chair activity, allow participants to speak for themselves from each perspective. Others listen without commenting, and the facilitator should not guide the activity through a series of questions. If the group is large, the activity can be organised in smaller groups so that everyone has enough time to participate.

SESSION 3 – MY GOALS, MY DREAMS

Session Overview

In the previous two sessions, participants explored what they can already do and which personal strengths they possess. This session turns their attention towards the future – where they want to go, what they want to achieve, learn, create or change, and what kind of person they want to become.

Thinking about the future does not mean that young people should already have a clear life or professional plan. Their interests, opportunities and priorities can change. What is more important is that they recognise what matters to them, what motivates them and how a wish or dream can gradually be turned into a direction for action.

This is also important for developing an entrepreneurial mindset. Vision helps us imagine something that does not yet exist, a goal gives us direction, and concrete steps help us begin moving towards it. Along the way, we use the skills and strengths we already have, recognise people and resources that can help us, deal with obstacles and adapt the plan when necessary.

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use examples related to learning, education, hobbies, new skills and activities with peers.

19–24 years: Include examples related to education, work, independence, volunteering, entrepreneurial ideas and youth initiatives.

25–29 years: Connect goals with professional development, work, entrepreneurship, independent projects, leadership and community activities.

Learning Outcomes

By the end of the session, participants will be able to:

- reflect on their own dreams, goals and aspirations and on the kind of person they want to become;
- recognise how their interests, abilities and goals can develop and change over time;
- distinguish between a dream or wish and a goal towards which they can actively move;
- connect one of their goals with the skills and strengths they already possess;
- recognise people and resources that can help them, as well as possible obstacles along the way;
- identify concrete steps that can bring them closer to their chosen goal;
- recognise that plans can be adapted based on new experiences and information.

Materials Needed

Flipchart, markers, A4 sheets, pens and five prepared task cards for the group activity.

Facilitator Preparation

Prepare five short group tasks for the “Towards My Goal” activity and place them at different locations around the room. The tasks should gradually require more collaboration, communication or creativity. For the “Map of My Goal” activity, prepare a simple example on a flipchart of a path that starts from “Now” and leads towards “My Goal”, with several steps along the way and space around it for what the participant already has, support and resources, and possible obstacles.

Session Flow

Part 1 – Where I Come From and Where I Want to Go – 15 minutes

Give each participant an A4 sheet of paper and ask them to draw a simple timeline with three points: Five Years Ago – Today – In Five Years. Explain that the aim is not to make an accurate prediction about their future, but to reflect on how much our interests, abilities and aspirations can change over time.

At the first point, ask them to reflect: “What did I want to do five years ago? What was I good at? What was important to me?” At the second: “What do I want to do today? What can I do today that I could not do then? What is important to me now?” At the third point, ask them to try to imagine themselves in five years: “What kind of person would I like to be? What would I like to be able to do? What would I like to do, create or achieve? Is there something I would like to contribute or change around me?”

Give them a few minutes for individual work and then invite several volunteers to share something from their timeline. Continue with the questions: “How much have you changed over the past five years? Can you do something today that five years ago you never even imagined you would be able to do? What does that tell us about what we can learn, do or achieve over the next five years?”

Explain that the ability to imagine something we would like to exist in the future is connected with vision. Vision is not a fixed plan or prediction, but it helps us recognise the direction in which we would like to move.

Part 2 – Towards My Goal – 25 minutes

Divide participants into teams of five to six people. Explain that one end of the room represents where they are now, while the other symbolically represents achieving a goal. To reach the goal, teams need to complete five short tasks in sequence. They can move on to the next task only when the previous one has been completed.

The tasks can, for example, be:

- line up according to their month of birth without speaking;
- find five things they have in common;
- create a short slogan for their team;
- make a paper aeroplane that flies a specified distance;
- jointly move an object from one point to another according to a rule set by the facilitator.

It does not matter which team finishes first. The focus is on the process they go through to reach the goal.

When everyone has finished, discuss the experience: “Which task was the easiest and which was the most difficult? What did you do when something did not work the first time? Was there a moment when you had to change your approach? Which skills and strengths within the team helped you? Did all members contribute in the same way? What helped you reach the end?”

Then connect the activity with real-life goals and ask: “What can make the path towards a goal more difficult? What can we do when the original plan does not work? Who or what can help us?” Explain that achieving different goals may require different resources, such as time, information, knowledge, skills, people, contacts, space, equipment, digital tools, support and sometimes money.

Finish with the message: “We rarely reach a goal in a perfectly straight line. Sometimes we need to try a different way, learn something new, ask for help or adapt the plan.”

Part 3 – Map of My Goal – 30 minutes

Explain that in the previous activity, participants saw that the path towards a goal usually consists of several steps and that obstacles may arise along the way, but there may also be people, resources and abilities that can help us.

Now each participant will create their own map of one goal. Give them A4 sheets and ask them to write or draw something that is currently important to them and that they would like to achieve, learn, create or change. The goal does not have to be professional or entrepreneurial. It may relate to education, personal development, learning a new skill, work, greater independence, creating something, starting an activity or something they would like to contribute or change. First, ask them to reflect: “Why is this goal important to me?”

Then ask them to draw a path from where they are now to the goal they have chosen and, along the path, mark several steps they could take to gradually move closer to it. Explain that they do not need to know the entire path in advance, nor do the steps need to be perfectly planned. The aim is to think about how a larger wish or aspiration can be turned into smaller and more concrete activities.

For example, if someone wants to start their own service one day, possible steps might include researching whether there is a need for it, talking to someone with similar experience, learning a skill they are missing and trying out a small version of the service. If someone wants to contribute to solving a problem in their community, possible steps might include talking to other young people, gathering more information about the problem, checking who is already working on the issue and proposing a small joint activity.

Once they have marked the path, ask them to add three important elements around it. Under “What do I already have?”, ask them to return to the previous two sessions and write down skills and personal strengths that can help them. Under “Who or what can help me?”, ask them to think about people, groups, information, knowledge, time, contacts, digital tools, equipment, space, financial or other resources they may need. Under “What could stand in my way?”, ask them to identify one or two possible obstacles or challenges and what they could do if these arise.

Encourage them to think about obstacles through questions such as: “Can I find another way? Am I missing some information or a skill? Who can help me? Do I need to change one of the steps?”

At the end, ask them to look at the whole map and mark the first step they can realistically begin. Tell them: “You do not have to know today how you will reach the end. Look at the goal, what you already have, the resources and possible obstacles, and choose the step you can start with.”

Part 4 – Share, Ask, Improve – 10 minutes

Organise participants into pairs. Each person may, if they wish, share their goal and part of their map. Explain that the partner’s role is not to judge whether the goal is “good” or tell the other person what they should do, but to help them think through questions such as: “Which of these steps can you start most easily? What do you already have that can help you? Who could help you? What could you do if the first plan does not work? Is there another way to move closer to the same goal?”

After the conversation, give them a short amount of time to add or change something on their map if the conversation has given them a new idea. In this way, participants learn from one another by asking questions, sharing different perspectives and improving their own ideas.

Part 5 – Reflection and Debrief – 10 minutes

Bring participants back into a circle and discuss several questions: “What changes when we break something we want into concrete steps? Do we need to know the entire path before we begin? What of what you already have – your skills, strengths or the people around you – can help you? What can help us keep going when something does not go according to plan? Is it okay for our goals to change over time?”

Finish with the message: “A dream helps us imagine what we would like to be possible. A goal gives us direction, and concrete steps help us begin. We do not need to know the entire path in advance. We can start with what we already have, learn, seek support, try things out and adapt the path as we move forward.”

With this, bring together the pathway through the first three sessions: what I can do → what I can rely on → where I want to go and how I can begin. Participants now have three important starting points: skills they already possess, personal strengths they can rely on, and a direction in which they want to move. In the next module, attention will gradually shift from themselves towards the environment around them, the needs and problems they notice and the opportunities they can discover within it.

Facilitator Notes

Do not require participants to have a “big”, professional or entrepreneurial goal, and do not judge whether someone’s goal is ambitious enough. A meaningful goal may relate to learning, personal development, greater independence, work, entrepreneurship or contributing to the community. Do not insist that participants share their personal goals. During pair work, encourage **questions rather than advice**. Remind them that changing a goal or plan based on new experiences, information or opportunities does not mean failure, but is a natural part of learning and development.

MODULE 2 – MY PLACE IN THE COMMUNITY

Module Overview

Entrepreneurial skills are not only about the ability to develop and implement one's own idea, but also about the ability **to observe the environment, recognise needs and opportunities, take initiative and create value for others**. The community is an important space in which young people can recognise what matters to them, what they would like to be different and where they can contribute.

Following the first module, in which participants explored their own skills, strengths, goals and aspirations, this module broadens the perspective **from the individual to the community**. Participants reflect on what community means to them, how they experience the environment in which they live, what they value in it and which issues, needs and challenges they notice.

The community is not viewed only as a place where problems exist. It also has **people, knowledge, relationships, organisations, spaces, initiatives and other resources** that can be built upon. Participants are therefore encouraged to observe their environment from multiple perspectives – to recognise what is already working, what matters to people, what is missing and what could be improved. In this way, they learn that recognising opportunities does not begin only with the question “What is the problem?”, but also with the questions **“What do we already have?”, “What do people need?” and “Where is there room to do something better?”**

The module therefore begins by exploring **one's own community**. In the first session, participants reflect on what community means to them, what they value in it, which people and resources they recognise, and which needs, issues and challenges they notice. The focus is on **observing, listening and understanding**, without immediately moving towards proposing solutions. In the second session, the focus shifts from **“What do I see in my community?”** to **“What can my role be?”** Participants explore what it means to be a change-maker and the different ways in which young people can take initiative, connect with others and contribute to something that matters to them.

At the same time, the module emphasises the importance of **different perspectives within the community**. What one person experiences as a problem, need or opportunity may not be seen in the same way by others. Through conversation and exchange with peers, young people learn not to rely solely on their own assumptions, but to listen, ask questions and try to better understand the experiences and needs of others.

In this way, the module connects the personal potential explored in the previous module with the broader environment. The question is no longer only **“What can I do?”**, but also **“What do I notice around me and how can what I know and can do become a resource for something that matters to us?”**

Why is this topic important?

Developing entrepreneurial skills requires young people to learn to look **beyond their own ideas and experiences** and pay attention to the people and environment around them. The ability to recognise a need, challenge or opportunity is one of the foundations for creating an initiative that is meaningful and creates value for others.

Ideas for change are more meaningful when they arise from **real experiences, needs and issues within the community**, rather than only from assumptions about what others need. It is therefore important for young people to develop the ability to observe, listen to different perspectives and understand the situation before they begin thinking about what could be done.

The findings of the **CYBER Change Needs Assessment** emphasise the need for young people to have more opportunities for practical learning, active participation, taking initiative and developing abilities through real-life situations. At the same time, the identified barriers, such as **lack of self-confidence, fear of failure, limited support and uncertainty about the next steps**, indicate that it is important for young people to gradually experience that they can have an active role and that change can begin with small, achievable steps.

This module therefore creates a transition from recognising one's own potential towards **observing the environment, understanding what matters to people and recognising where there is space for initiative and positive change**.

Learning Outcomes

By the end of the module, participants will be able to:

- reflect on the different meanings of community and their own place within it;
- recognise positive aspects, resources, needs and challenges in the environment in which they live;
- view the community from different perspectives, rather than only through their own experience;
- recognise issues and topics that matter to them and to other young people;
- understand what it means to be a change-maker and recognise different ways in which young people can contribute;
- connect their own initiative and entrepreneurial skills with creating value and positive change in the community;
- recognise how collaboration and joint action can contribute to positive change.

Key Entrepreneurial Competences

The module particularly contributes to developing **opportunity recognition**, as participants learn to observe their environment more carefully and identify needs, challenges, resources and areas for

improvement; **initiative**, by recognising that they themselves can start or contribute to an activity; and **vision**, by reflecting on what they would like to be different in their community.

At the same time, **collaboration and the ability to mobilise others** are developed, because creating change is rarely the result of one person's actions. Participants begin to see the community not only as a place where needs or challenges exist, but also as a source of **people, ideas, knowledge, relationships and other resources with which they can collaborate**.

These competences lay the foundation for what follows in the Manual. When young people are able to observe their environment more carefully, listen to different perspectives and recognise needs, resources and areas for improvement, they can more easily move towards **a deeper understanding of needs, recognising opportunities and developing ideas that create value for others**.

How Participants Learn

The activities in the module combine **observation, individual reflection, work in pairs and small groups, mapping, exchange of experiences and group discussion**. Participants explore the community through their own experiences, while at the same time listening to the perspectives of their peers and learning that the same environment can be experienced differently by different people.

Peer learning is particularly important because it enables young people to explore the community **with their peers, rather than only about them**. Through exchanging experiences, asking questions and reflecting together, they can better recognise what matters to different young people, which resources already exist and where there is room for improvement. At the same time, working together helps them recognise that positive change does not have to be an individual process, but can begin through **connecting, collaborating and taking initiative together**.

SESSION 1 – MY COMMUNITY

Session Overview

To develop ideas and initiatives that are meaningful to others, young people need to be able to carefully observe the environment in which they live and recognise what already exists, what matters to people, which resources are available and where there are needs, challenges or room for improvement.

This session helps participants look at their community from different perspectives. They explore what community means to them, what they value in it, which people, places, organisations and other resources they recognise, but also what young people are missing, what difficulties they face and what could be better.

An important part of the session is recognising that not everyone experiences the same community in the same way. What is accessible, useful or safe for one young person may not be so for another. Through

mapping, small-group work and comparing different perspectives, participants practise observing, listening and avoiding assumptions based solely on their own experience.

In the context of entrepreneurial competences, this is an important step towards recognising opportunities. At this stage, however, participants are not expected to propose solutions or develop concrete ideas. The aim is first to better understand the environment and recognise that needs, challenges and underused resources can later become a starting point for creating value and taking initiative.

Duration: 60 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Focus on school, neighbourhood, places for socialising, sports, leisure time and issues that directly affect young people. **19–24 years:** Include education, work, youth activities, cultural and public spaces and opportunities for participation. **25–29 years:** Also connect the discussion with employment, services, local initiatives, professional opportunities and participation in community development.

Learning Outcomes

By the end of the session, participants will be able to:

- reflect on what community means to them and where they see their own place within it;
- recognise people, places, organisations and other resources that exist in their community;
- identify things they value, as well as needs, issues and challenges they notice;
- recognise that different people can experience the same community differently;
- connect the ability to observe and understand the environment with recognising opportunities for future action.

Materials Needed

Large sheets of paper or flipchart paper for each group, markers, sticky notes and a flipchart for the joint discussion.

Session Flow

Part 1 – What Is a Community? – 10 minutes

Start with the question: “When you hear the word community, what is the first thing that comes to mind?”

Write the answers on the flipchart. Participants may mention a neighbourhood, village or town, school, friends, a youth group, sports club, organisation, online community or another group they feel they belong to.

Using their examples, explain that a community is not only a physical place. It can be a space, a group of people or a network in which people are connected through the place where they live, shared interests, experiences or activities.

Then ask: “Do all young people experience the same community in the same way?”

Use several responses to emphasise that what is accessible, safe, interesting or useful for one young person may not be so for another. Age, where someone lives, interests, opportunities, different abilities and life circumstances can influence how someone experiences their environment. Therefore, when we try to understand a community, it is important not to assume that our personal experience is everyone’s experience.

Part 2 – Map of Our Community – 25 minutes

Divide participants into small groups of four to five people. Give each group a large sheet of paper and markers.

If participants come from different communities, neighbourhoods, towns or villages, organise the groups, where possible, so that participants from the same or similar environment work together. If this is not possible, the group can choose one community that several members know well or create a joint map that reflects experiences from several communities, clearly marking where differences occur. In that case, emphasise that the aim is not to present all communities as being the same, but to compare young people’s different experiences and recognise shared and specific resources, needs and challenges.

Explain that during the next 15 minutes, each group will create a map of the community from the perspective of young people. The map does not need to represent the town, neighbourhood or village geographically accurately. Its purpose is to show what participants recognise as important for the lives of young people in their community.

They can include places, people, institutions, organisations, groups, activities and other resources on the map. These may include schools, parks, sports grounds, youth or cultural centres, libraries, local organisations, places where young people socialise, online spaces, local initiatives or people whom young people can approach.

Ask them to use the map to reflect on four questions: What do we value in our community? Which people, places and resources are important? What is missing or creates difficulties for young people? What would we like to be better or different?

If several different communities are represented within the group, encourage participants to mark what they have in common and what is different. For example, they can use different symbols, markings or

sections of the sheet to show that a particular resource, opportunity or problem exists only in some communities.

They can use words, symbols, drawings, arrows or different markings. There is no single correct way the map should look.

While the groups are working, encourage them with questions such as: Where do young people spend their time? Where can they learn something or receive support? Who organises activities for young people? Where can young people express their opinions? What works well? What is missing? Is there something useful that is not being used enough? Do all young people have equal access to what exists? Is this the same in all the communities you come from? Where do you notice the biggest differences?

During the final few minutes of group work, ask participants to look at the whole map and jointly select two things they particularly value in the community and two things they believe could be better. If they are working with several communities, they can also select one example that appears in several communities and one that is specific to a particular environment.

Part 3 – Different Communities, Different Perspectives – 15 minutes

Display the maps in a visible place. Give each group two to three minutes to briefly present its map, with particular focus on the things they value and those they believe could be better.

After all groups have shared, look at the maps together and ask: “What appears on several maps or in several communities? Where do we see different experiences or perspectives? Did we notice anything about young people’s lives that we had not thought about before? Which resources already exist but may not be used enough? Which needs or challenges appear in several communities, and which are specific to a particular environment?”

Do not try to reach agreement on which problem is the “most important”. Instead, use the differences between the maps and between communities to show that young people’s experiences depend on the environment in which they live and that our understanding of needs, resources and opportunities becomes better when multiple perspectives are brought together.

Part 4 – From Observation to Recognising an Opportunity – 10 minutes

Direct attention towards the things that the groups identified as missing, creating difficulties or having room for improvement. Ask: “When we notice that something is missing, is not working well or could be better, what does that tell us?”

Through the brief discussion, introduce the idea that such observations can be a starting point for recognising an opportunity. In entrepreneurial thinking, an opportunity does not necessarily mean only an opportunity to earn money. It can be an opportunity to respond to a need, improve something that already exists, make better use of a resource or create new value for people and the community.

Remind participants also of the positive things and resources they identified. Recognising opportunities does not begin only with what is missing. Sometimes an opportunity emerges when we notice something that already exists but could be used in a new or better way.

Emphasise that noticing a need or challenge does not yet mean that we fully understand it or immediately know the solution. Before taking action, it is important to listen to other perspectives, ask questions and better understand what is actually happening.

Finish with the question: “If something in our community matters to us and we believe it could be better – what role can we have?”

Do not ask for detailed answers. Leave the question as a transition to the next session – “Be a Change-Maker”, in which the focus will shift from what young people notice in their community towards their ability to take initiative and contribute to positive change.

Facilitator Notes

Encourage participants to view the community through its resources and strengths as well, rather than only through its problems. If the discussion focuses exclusively on what is not working, ask what already exists, what young people value and which people, places or initiatives could represent a resource.

Do not insist that all groups reach the same conclusions. Different maps and different perspectives are an important part of the learning process. Also, do not allow the session to move too quickly into developing solutions. If participants immediately propose what should be done, acknowledge their ideas, but remind them that at this stage they are practising observing and understanding first, and acting afterwards.

SESSION 2 – BE A CHANGE-MAKER

Session Overview

This session builds on the previous one, in which participants explored their community, the resources that already exist and the things they would like to be better or different. The focus now gradually shifts from observation to action – towards the question of what role young people can play in creating positive change.

Being a change-maker does not mean solving major social problems independently or having many resources. Change can begin by noticing something that matters to us, asking a question, gathering information, proposing a different approach, connecting with other people or taking a small but concrete step.

This logic is closely connected with entrepreneurial competences. Initiative, recognising opportunities, creative thinking, collaboration and the ability to gradually turn ideas into action are also important when young people want to create value for others or contribute to change in their environment.

The session does not require participants to develop a project or a complete solution to a problem. Instead, they explore where they themselves can contribute, what they already have available and when they need to involve other people, organisations or resources. In this way, they gradually move from “something needs to change” towards “what can we start?”.

Duration: 70 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use examples from school, the neighbourhood, activities with peers, sports, leisure time and issues that directly affect young people. **19–24 years:** Include examples related to education, volunteering, youth participation, work and local initiatives. **25–29 years:** Connect the discussion with work, professional and local initiatives, services, entrepreneurship and contributing to the community.

Learning Outcomes

By the end of the session, participants will be able to:

- explain what being a change-maker means to them;
- recognise different ways in which young people can contribute to positive change;
- recognise that initiative can begin with a small and concrete step;
- connect their own skills, strengths and available resources with opportunities for action;
- recognise when they can start something themselves and when collaboration or support from others is needed;
- connect initiative with entrepreneurial action and creating value for others and the community.

Materials Needed

Flipchart, markers, A4 sheets, pens and sticky notes. If possible, keep the community maps created during the previous session so that they can be used again.

Facilitator Preparation

Display the maps from the previous session somewhere participants can look at them again. On a flipchart, write the sequence “I notice → It matters to me → I can contribute → I take initiative” and the four

questions that will guide the group work: What do we want to be better? Why does it matter to us? What can we do? Who else can get involved or help?

Session Flow

Part 1 – Who Can Create Change? – 10 minutes

Start with the question: “When we say ‘change-maker’, what kind of person do you imagine?” Write several answers on the flipchart. Participants may mention an activist, leader, famous person, politician, someone who organises people or someone who speaks publicly about a particular issue.

Then ask: “Do we need to have a formal position, a lot of money, a large organisation or many followers to start some kind of change?”

Through the brief discussion, explain that a change-maker can be anyone who notices something that matters to them and takes initiative to do something about it. Sometimes this can lead to a larger initiative, but many changes begin with a simple step – talking to others, asking a question, gathering information, sharing an idea, connecting people or organising a small activity.

Connect this with Module 1. Participants have already recognised different **skills and strengths** they possess. They do not need to have the same abilities in order to contribute. One person may communicate well, another may be good at organising, while someone else may be good at researching information, creating digital content, listening or connecting people.

Part 2 – From “Something Needs to Change” to “What Can We Do?” – 15 minutes

Remind participants of the maps from the previous session and the things they identified as missing, concerning them or that they would like to be better.

Together, choose one simple example. For example: “Young people do not have enough information about opportunities for volunteering and participating in local activities.” Then ask: “What can we do with this information?”

Write down the suggestions without immediately evaluating them. Ideas may include talking to other young people to check whether they experience the same problem, gathering information about existing opportunities, speaking with a youth organisation, creating a short online list, creating social media content or organising an information meeting.

Then draw attention to the difference between “Someone should do something” and “Here is something we can start”. Explain that the shift towards the second way of thinking is an important part of initiative. This does not mean that young people should solve the entire problem themselves, but that they should recognise where they can contribute, what they can start and who can join them.

Part 3 – We as Change-Makers – 25 minutes

Divide participants into small groups of four to five people. Ask each group to look again at the maps from the previous session and choose one thing they believe could be better.

Give them around 12–15 minutes for group work and ask them to discuss it using the four questions on the flipchart: What do we want to be better? Why does it matter to us? What can we do? Who else can get involved or help?

Emphasise that they should not prepare a project, a detailed plan or a “perfect solution”. The aim is to make a first transition from observation towards several possible ways of taking action.

Encourage them also to think about what they already have. This can include their skills and strengths, knowledge, other young people, contacts, phones and digital tools, social media, spaces they can use, schools, organisations or other people in the community.

Remind them that not every need or problem can be directly addressed by young people. In some situations, their contribution may be to gather information, make the issue more visible, listen to others, connect people, propose an idea or seek support from someone who has greater capacity to act.

After the group work, ask each group to briefly share what they selected and one or two possible activities that young people could start. After each presentation, ask: “What part of this could you realistically start yourselves, and for what would you need support or collaboration with others?”

In this way, participants begin to distinguish between what they can undertake directly and what requires collaborators, organisations, institutions or additional resources.

Part 4 – My Small Step Towards Change – 10 minutes

Give each participant an A4 sheet or a sticky note and ask them to individually think about something in their community, school, group or environment that is personally important to them. This may come from today’s work, the community map or something else they have noticed.

Ask them to complete the sentences: “Something I would like to be better is... This matters to me because... One skill or strength I have that could help me is... One small step I could take is... Someone I could do this with or who could help is...”

Give them a few minutes for individual work. Do not ask participants to develop a complete initiative or commit to implementing it. The aim is to make a personal connection between something that matters to them, the resources they already have and one possible first step.

Part 5 – Reflection – 10 minutes

Invite participants to reflect on the whole session and ask several questions: “What helped you think differently today about your own role in the community? Did you discover something that you could realistically start even without many resources? What can help you when you cannot do something on your own? How can your skills and strengths become a resource for something that matters to you?”

Encourage several voluntary contributions. Emphasise that taking initiative does not mean that young people should solve community problems on their own. What is more important is recognising where they can contribute, when they need to collaborate with others and how one small step can be the beginning of broader action.

Finish with the message: “Being a change-maker means noticing something that matters to us, recognising that we can contribute and being ready to take a first step. Sometimes that step is a concrete activity, and sometimes it is a question, a conversation, gathering information or connecting with others.”

Use this to conclude the module. In the first session, participants explored the community, its resources, needs and challenges, while in this session they reflected on what their role can be and how they can move from observation to initiative. This creates the foundation for the next step – exploring needs and opportunities in greater depth and gradually developing ideas that can create value.

Facilitator Notes

Do not create the impression that young people are personally responsible for solving problems in the community. The aim is for them to recognise where they have space to contribute and when they need to involve others, rather than taking responsibility for things that are beyond their power or authority.

If groups move too quickly towards one “obvious” solution, encourage them to consider several possible ways of taking action and whether they understand the need well enough. Remind them that sometimes listening, gathering information, asking questions or connecting with others is a completely valid first step.

MODULE 3 – FROM IDEA TO PLAN

Module Overview

An idea is an important starting point, but in order for it to be turned into concrete action, we need to **understand it better, test it, consider what is needed for its implementation and determine how we will move from what we imagine to what we want to achieve**. The ability to move from an idea to organised action is an important part of the entrepreneurial process.

After exploring their own abilities, strengths, interests and values in the previous modules and learning to recognise needs, problems and opportunities in their environment, in this module participants continue working with **the ideas that emerge from those insights**. Its central question is: **How can we explore, test and develop an initial idea into a realistic plan for action?**

The ideas participants develop can take different forms. For some, it may be a product or service; for others, a youth or civic initiative, a community activity, a social initiative or another solution to an identified need or problem. Regardless of the form, every idea requires similar questions to be asked: **What do we want to do? For whom? What need, problem or opportunity are we responding to? What**

value do we want to create? What do we already have, what are we missing and what specifically do we need to do for the idea to be implemented?

The module therefore begins with a more detailed **exploration and development of the selected ideas**. Participants examine the idea from different perspectives and check whether they clearly understand what they want to offer, create, improve or change and for whom it would be important. Instead of immediately assuming that the first version of the idea is also the best one, they learn to ask questions, seek additional information, listen to other perspectives and, when necessary, adapt the idea.

Next, through a **SWOT analysis**, participants examine the strengths and weaknesses related to their idea, as well as the opportunities and threats that may arise from the environment. In this way, they learn that developing an idea involves not only enthusiasm for what we want to do, but also the ability **to realistically assess what we have available, what can help us, what we may be lacking and what challenges we may face**.

At the same time, participants identify the resources that can help them turn their idea into action. They think about **people, knowledge, skills, information, contacts, partnerships, time, space, equipment, materials, digital tools and financial resources** that they already have or will additionally need to secure. In this way, resources are not reduced only to money, but are considered more broadly – as everything that can contribute to the implementation of an idea.

The next step is to turn the idea into **a clear direction for action**. Participants think about what they want to achieve in the short and longer term and learn to formulate goals that are concrete and realistic. Through the SMART approach, they check their goals and learn that general intentions such as “we want to help”, “we want to be successful” or “we want more young people to get involved” need to be turned into clearer goals that can guide their actions.

Once it is clearer **what they want to achieve**, participants move on to planning **how they will do it**. They determine the activities and tasks that need to be carried out, consider who will be responsible for them, which resources will be needed, in what order the steps will be implemented and how the different activities are connected to the goals that have been set.

In this way, throughout the module, participants do not work on isolated exercises, but **gradually develop the same idea**. Each new step builds on the previous one: the idea is explored, tested, analysed, improved, connected with the necessary resources, turned into goals and then into concrete activities and tasks. By the end, what began as an initial concept takes the form of **a realistic and structured action plan**.

The module is not aimed at developing a complex formal business plan. Its purpose is for young people to understand and practically experience the logic of moving **from idea to implementation**. This process is applicable regardless of whether they are working on an entrepreneurial idea, product or service, youth or civic initiative, social action or another solution through which they want to create value.

Why Is This Topic Important?

Young people may have many ideas about what they would like to create, improve or change, but **an idea in itself does not guarantee that something will happen**. One of the key challenges is moving from “I have an idea” to “I know what I need to do to implement it”.

The findings of the **CYBER Change Needs Assessment** indicate that, among young people, moving from ideas and interest to concrete action can be limited by **a lack of self-confidence, fear of failure and judgement, lack of support, low motivation and uncertainty about the next steps**. This is precisely why it is important for the process of developing an idea to be broken down into smaller and understandable steps through which young people can gradually test and make it more concrete.

When an idea is examined from several perspectives, young people can more easily recognise **what is already working, what needs to be improved, which resources are available to them, what additional support they need and which obstacles they need to take into account**. Instead of uncertainty becoming a reason to give up on the idea, it becomes something that can be explored and planned for. In this way, they develop a sense that they can influence the process and that implementation does not depend only on a “good idea” or luck, but also on the ability to analyse, plan, organise, adapt and collaborate.

These abilities are applicable in different contexts. They can help young people when developing their own product or service, organising a community initiative, planning a youth action, implementing a project, solving a specific problem or taking initiative in education and work. What all these situations have in common is the ability **to turn an idea into something that can realistically be done**.

Learning Outcomes

By the end of the module, participants will be able to:

- explore and clarify the idea they want to develop;
- explain which need, problem or opportunity their idea responds to and for whom it creates value;
- ask questions and use feedback to test and improve the idea;
- identify the strengths, weaknesses, opportunities and threats related to the idea;
- recognise the resources they already have and those they will additionally need;
- formulate clear goals and check them using the SMART approach;
- turn goals into concrete activities and tasks;
- determine roles, responsibilities, required resources and the sequence of activities;
- connect the different elements of the idea into a simple and realistic plan for its implementation;
- improve the idea and the plan based on analysis, discussion and feedback.

Key Entrepreneurial Competences

The module particularly contributes to the development of **opportunity recognition, vision, creativity and evaluating ideas**, as participants explore their idea, examine it from different perspectives and improve it based on analysis and feedback.

By identifying the necessary human, material, informational, digital and other resources, participants develop **resource mobilisation**, while setting goals, planning activities and assigning roles contribute to **planning and management, working with others and taking initiative**. In this way, participants learn in practice what is needed to gradually turn an idea into concrete action.

How Participants Learn

The activities combine **teamwork, practical tasks, analysis, discussion, visual mapping, presentations and peer feedback**. Participants work in the same teams and on the same idea throughout the module, so that each new activity builds on the previous one and gradually develops the idea into a concrete plan.

The facilitator guides the process through questions, examples and encouragement of critical thinking, while exchange and feedback from other participants help the teams reconsider and improve their ideas. In this way, learning takes place **through practical application, collaboration and the gradual transformation of an idea into an action plan**.

SESSION 1 – FROM NEED TO IDEA

Session Overview

In the previous module, participants explored their community, recognised what matters to them, what already exists, what is missing or could be better, and considered what role they themselves can play in creating positive change. The focus now shifts from recognising space for change to generating ideas about what can concretely be done.

This session helps participants understand that an idea can begin with a need, challenge, underused resource or an opportunity to do something in a new or better way. They generate different possible solutions, examine them from multiple perspectives and gradually move from individual thinking towards developing a shared team idea.

Ideas do not have to take one specific form. They can be a youth or civic initiative, an activity or campaign, a service, product, social initiative or another practical solution that creates value for others or for the community.

At the end of the session, participants will form teams and select one shared idea that they will continue to explore, test and develop in the following sessions.

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use examples from school, the neighbourhood, leisure time, sports, socialising, the digital space and young people’s everyday needs.

19–24 years: Include examples related to education, volunteering, youth participation, culture, work, digital opportunities and local initiatives.

25–29 years: Also connect the examples with professional life, local services, independent initiatives and other opportunities for creating value in the community.

Learning Outcomes

By the end of the session, participants will be able to:

- recognise how an idea for action can emerge from a need, challenge, resource or opportunity;
- generate several possible ideas in response to an identified need or opportunity;
- consider for whom the idea is important and what value it can create;
- recognise the entrepreneurial competences they use when generating and developing ideas;
- collaborate with others in selecting and initially shaping a shared idea;
- select one team idea that they will continue to develop in the following sessions.

Materials Needed

Community maps and other materials from the previous module, if available, flipchart paper, markers, pens and sticky notes or small sheets of paper.

Session Flow

Part 1 – From What We Notice to What We Can Do – 15 minutes

Connect the session directly with the previous module. If available, display the community maps in a visible place and remind participants that they have already thought about what they value in their community, what is missing or could be better and what role young people can play in creating change.

Write on the flipchart:

I notice → It matters to me → What can we do?

Say: “In the previous module, we thought about what we notice in our community and what role we can have in creating change. Now we will go one step further. If something matters to us and we believe it could be better – what could we concretely do?”

Ask participants to look again at some of the needs, challenges, underused resources or opportunities they identified. If the materials from the previous module are not available, ask them to briefly recall something they identified as important.

Choose one example and explore it together:

- What exactly did we notice?
- Who is this important to?
- Why is it important?
- What would we like to be different?
- What could be done?

Emphasise that at this stage we are not looking for one “correct” solution. The same need or opportunity can lead to several different ideas.

Part 2 – One Need, Many Possible Ideas – 20 minutes

Choose one need or opportunity that is relevant to young people and place it at the centre of the flipchart.

For example: “Young people do not have enough opportunities to express their opinions about issues that affect them.” Ask: “What could be done?”

Write down all the ideas without evaluating them. For example, ideas may include a youth forum, an online space for suggestions, a meeting with local institutions, a campaign, a youth council, a public discussion or another activity.

Then ask: “Do all these ideas respond to the same need? Does the solution always have to be the same? What did we need in order to generate several possible solutions?”

Through their responses, introduce or identify creativity, initiative, opportunity recognition, problem-solving, communication and collaboration.

Explain that these are part of entrepreneurial competences. They are not needed only for starting a business. We use them whenever we recognise an opportunity, generate an idea, look for a solution, involve others and try to turn something into concrete action.

Part 3 – From a Need to Our Idea – 40 minutes

Ask participants to return to the needs, challenges, opportunities and ideas they identified in Module 2 and choose which of them they would most like to continue working on.

Then form teams of approximately 3–5 participants, grouping participants according to the similarity of the topics and ideas they want to work on. Read out or display the different topics and invite participants to join the one that is closest to their interest or idea.

If a participant has a different idea, help them recognise which of the existing topics or ideas it is most closely related to and, where possible, include them in that group. Group members do not need to have identical ideas – it is enough for them to relate to a similar need, challenge or area of interest, because in the next step the group will jointly consider different possible solutions and select one idea to develop further.

Explain:

“From this point onwards, you will work in teams with participants who are interested in a similar topic or idea. You do not all have to start with exactly the same idea. Your task is to consider the different proposals within the group and together select one idea that you would like to develop further.”

First, ask them to clarify the selected topic through the following questions:

- What exactly do we want to be better or different?
- Who is this important to?
- Why is it important?
- What already exists?
- Where do we see room for something to be done?

Then ask each team to generate at least three possible ideas. Encourage them to think broadly. The idea can be an initiative, activity, campaign, service, product, digital solution, social action or another practical way of responding to the identified need or opportunity.

Emphasise that they should not reject ideas immediately. The aim is first to generate several possibilities and then make a selection.

Once they have several ideas, ask them to consider them through the following questions:

- Does the idea respond to what we want to improve?
- For whom does it create value?
- What would it change or make possible?
- Does it interest and motivate us as a team?
- Do we see an opportunity to do something concrete with it?

Based on the discussion, each team selects one shared idea.

Ask the teams to write their selected **idea/initiative** on flipchart paper using five short points:

- The need, challenge or issue we want to address is:
- The people/group for whom this is important are:
- Our idea/initiative is:
- Through our initiative, we want to influence:
- The positive change we want to contribute to is:

You can give them this or another appropriate example as a guide for their thinking.

- **Need/challenge:** Young people are rarely involved in decision-making in the community.
- **Who it is important for:** Young people in our municipality.
- **Our idea/initiative:** A youth campaign and a series of meetings with representatives of the municipality.
- **We want to influence:** Greater awareness and interest among young people in participating in local decision-making.
- **The positive change we want to contribute to:** Greater and more meaningful participation of young people in issues that affect them.

Give each team two to three minutes to present its idea. After each presentation, the other participants can ask a brief question or provide an additional suggestion.

Emphasise that we are not ranking or evaluating the ideas. The feedback is intended to help teams see whether their idea is understandable and whether there is anything they need to think about further.

Part 4 – Our Idea Is a Starting Point, Not a Finished Solution – 15 minutes

Ask the teams to look again at their selected idea and discuss three questions:

- What do we already know about our idea?
- What do we still not know or need to check?
- What do we need to understand better before we start planning?

Then ask each team to share one thing they already know and one thing they need to explore or check further.

Ask the whole group: “Which skills did you already use today while generating and selecting the idea?” Connect their answers with creativity, initiative, communication, listening, collaboration, problem-solving and decision-making.

Finish with the message: “Today we did not create finished solutions. From something we recognised as important, we arrived at ideas about what we can do. The next step is to check whether we understand our idea well enough, who it is important for and what we need to know before we start turning it into a plan.”

Explain that the teams and ideas will remain the same in the following sessions. Each subsequent activity will add a new part – the idea will be explored and tested, analysed through SWOT, resources will be considered, SMART goals will be set and it will gradually be turned into a concrete action plan.

Facilitator Notes

The focus is on entrepreneurial competences as skills for taking initiative and creating value, rather than on having all participants develop a business. Accept different forms of ideas. A youth initiative, campaign, community activity, service, product or social action can all be used equally well throughout the following sessions.

Do not allow teams to spend too long searching for the “perfect” idea. At this stage, they need an idea that is clear enough for them to continue working with. It can change and improve as they receive new information and feedback.

Pay particular attention to avoiding repetition of the work from Module 2. Participants have already learned there to recognise needs, challenges and resources and that an opportunity can mean responding to a need or creating value for the community. In this session, we do not return to detailed community mapping – we use those insights as a starting point for generating a concrete idea.

SESSION 2 – LET’S EXPLORE AND DEVELOP OUR IDEA

Session Overview

Once an idea emerges, the next step is to examine it more closely before we begin planning it. A good idea is not simply something that seems interesting to us – it is important to understand which need or opportunity it responds to, for whom it creates value, what its strengths are and what may make its implementation easier or more difficult.

This session helps participants explore in greater depth the shared idea they selected in the previous session. Instead of moving immediately into planning, the teams first test their initial concept, examine it from different perspectives and identify what they already know and what they still need to explore or improve.

Through SWOT analysis, participants examine the strengths and weaknesses of their idea, as well as the opportunities and threats in the environment. They then consider what they need in order for the idea to be implemented and recognise that resources are not only financial resources, but also people, skills, knowledge, information, contacts, partnerships, time, space, equipment and digital tools.

During the session, participants apply important entrepreneurial skills – **evaluating ideas and opportunities, critical thinking, problem-solving, collaboration, decision-making and mobilising resources**. These skills help them view their idea more realistically and determine what they need to do before moving on to concrete planning.

Duration: 100 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use simple and concrete questions and help participants distinguish between what depends on their team and what happens in the environment. **19–24 years:** Encourage them to think in greater detail about the people for whom the idea is intended, the available resources, possible partners and the conditions in which they would implement it. **25–29 years:** Encourage a deeper assessment of the feasibility of the idea, resources, external factors, partnerships and possible ways of overcoming limitations.

Learning Outcomes

By the end of the session, participants will be able to:

- examine their idea in relation to the need or opportunity it responds to and the value it creates;
- identify what they already know about the idea and what they need to check further;
- recognise the strengths, weaknesses, opportunities and threats related to the idea;
- identify different types of resources needed for its implementation;
- assess which resources they already have and what they additionally need to secure;
- recognise what they need to improve, explore or secure before moving on to concrete planning of the idea.

Materials Needed

Flipchart paper, markers, A4 sheets, pens, sticky notes, Handout – **SWOT Analysis**

Session Flow

Part 1 – What Do We Know and What Do We Assume? – 25 minutes

Ask participants to return to the teams formed in the previous session and look at the shared idea they selected. Remind them that they have already determined what they want to improve or change, who their idea is important for and what value they want to create.

Explain that the next step is not to start planning immediately, but first to check how much of what their idea is based on they actually know and how much they are only assuming.

Say: “When we have an idea, we can easily assume that we understand the problem well, that we know what people need or that our idea will be useful to them. But before we start planning, it is important to distinguish between what we know and what we still need to check.”

Ask the question: “What do we need to know about our idea before we start planning how we will implement it?”

Write several answers on the flipchart. Encourage participants to think about the need or problem they want to address, the people for whom the idea is intended, their needs and interests, as well as the conditions in which the idea would be implemented.

Write the following questions on the flipchart and display them in a visible place in the room:

- What do we already know about the need, problem or opportunity we want to address?
- What do we know about the people for whom our idea/initiative is intended – what matters to them, what do they need and what would be useful to them?
- What are we currently only assuming, but are not yet sure is true?
- What do we need to check or find out further before we continue developing our idea/initiative?

Ask the teams to continue working in their groups and discuss the questions. Each group should write its answers on flipchart paper in a way that clearly distinguishes what they already know, what they assume and what they still need to check or find out.

Give them time to work and emphasise that it is not a problem if they do not yet have answers to some questions. The aim is precisely to recognise what they already know about their idea/initiative and what they need to explore further before continuing to develop it.

Encourage them to be specific. For example, if a team is planning an initiative to create a space where young people can propose changes in their community, they may assume that young people would like to participate. Ask: “How do you know that? Have you spoken with other young people? Do you know how they would like to participate? What would you need to check?”

If a team is developing a product or service, they may assume that people need it. Ask: “How do you know that? Who would use it? What do you already know about those people and what do you need to find out further?”

Ask each team to select one or two of the most important assumptions they need to check and briefly share them with the other participants. The others can ask a question or suggest what else might be useful to find out.

Emphasise that they do not need to check all these things during the session. The aim is for them to understand that developing an idea is a process of exploration, learning and adaptation, rather than simply elaborating on the first concept they had.

Finish with the message: “A good idea is not one about which we think we already know everything. A good idea develops when we ask questions, test our assumptions and are prepared to improve it based on what we learn.”

Explain that now, after distinguishing more clearly between what they know and what they need to check, in the next part they will look at their idea from several perspectives through a SWOT analysis – what can help them, what they are missing and which factors in the environment may make its implementation easier or more difficult.

Part 2 – Looking at the Idea from Different Perspectives – SWOT Analysis – 35 minutes

Explain that after defining the idea more clearly, the next step is to look at it from different perspectives. To do this, they will use a **SWOT analysis**, a simple tool that helps us recognise the strengths and weaknesses of the idea, as well as the opportunities and threats that exist in the environment.

Draw four sections on a flipchart and explain:

- **Strengths** are positive things related to the idea itself or to the team that can help with its implementation. These may include a good idea, knowledge, skills, experience, a motivated team, good contacts or something that makes the idea different and useful.
- **Weaknesses** are internal limitations that may make implementing the idea more difficult, such as a lack of certain skills, experience, time, information or other resources.
- **Opportunities** are external conditions or developments that can help the idea develop – interest among people, a new trend, available technology, an opportunity for partnership, a support programme or another change in the environment.
- **Threats** are external factors that may make implementing the idea more difficult – competition, insufficient interest, changes in conditions, limited support, high costs or other obstacles that the team cannot fully control.

Emphasise the difference between internal factors – strengths and weaknesses – and external factors – opportunities and threats. If necessary, give a simple example: if no one on the team knows how to create a website, this may be a weakness; if there is a free programme through which they can receive this type of support, this may be an opportunity.

Distribute the Handout – SWOT Analysis and give participants around 15 minutes to analyse their idea. Encourage them not to try to fill in as many items as possible, but instead to identify those that can genuinely influence the idea.

When they have finished, ask each team to look at the whole analysis and discuss: “What does this tell us about our idea? What can we build on? What do we need to improve? Which opportunity could we use? Which threat should we be prepared for?”

Ask each team to share with the whole group one thing they discovered through the analysis that they had not sufficiently considered before.

Finish this part with the question: “After the SWOT analysis, do you see anything differently in your idea? Would you change, add or improve anything?”

Emphasise that the SWOT analysis is not intended to show whether the idea is “good” or “bad”. Its purpose is to help them view the idea more realistically and make better decisions about its further development.

Part 3 – What Do We Need and What Do We Already Have? – 30 minutes

Move on to the question: “If we decide to continue developing this idea, what specifically will we need?”

Write the first answers on the flipchart. Participants will probably mention money, equipment or materials. Explain that these are important, but that resources are much broader than financial resources. An idea may require people and skills, knowledge and information, time, space, materials and equipment, contacts and partnerships, digital tools, support from other people or organisations, and financial resources.

Ask the teams to continue working in their groups and create three columns on flipchart paper:

What do we need?	What do we already have?	How or where can we obtain what we are missing?

Explain that in the first column they should write down the resources they need to implement their idea/initiative, in the second they should identify which of those resources they already have, and in the third they should consider how or where they could obtain the resources they are missing.

Encourage them to think specifically about their own idea. If they need a particular skill, does someone on the team already have it? If they need information, where can they find it? If they need a space, do they have to pay for it, or could they use one through a school, youth centre, organisation or partner? If they need equipment, do they have to buy it, or could they borrow it? If they need to reach certain people, who already has contact with them?

Emphasise that mobilising resources does not only mean having everything we need, but also recognising what we already have and finding ways to access what we are missing.

When the teams have finished, ask them to identify two or three resources they already have and can use immediately, as well as two or three important resources they are still missing.

Briefly discuss the people and organisations that could help. Ask: “Who could help us with knowledge, a contact, space, equipment, access to the people for whom the idea is intended, or another resource we are missing?” In this way, participants gradually recognise the importance of collaboration, partnerships and using resources that already exist in their environment.

Part 4 – What Have We Learned About Our Idea? – 10 minutes

Ask the teams to look again at their initial idea and everything they have worked through during the session. Ask them three questions: “What do we now see more clearly in our idea? What do we need to improve or check further? What is most important for us to secure so that we can continue moving forward?”

Give them a few minutes to agree and ask each team to write down three short conclusions:

- What we want to keep in our idea is: _____
- What we need to check or improve is: _____
- What we need to secure is: _____

Invite the teams to briefly share one of their conclusions.

Finish with the message: “A good idea does not have to be perfect from the very beginning. It develops when we ask questions, check what we know, recognise opportunities and limitations, and think about what we need in order to move forward. Entrepreneurial thinking also means being ready to improve or adapt the idea based on what we learn.”

Connect the session with the next one. In the previous session, participants generated and selected a shared idea, and today they tested it, analysed it from different perspectives and made an initial review of the resources they need. In the next session, they will use all of this to turn the idea into a clearer and more realistic action plan.

Facilitator Notes

Do not use the SWOT analysis as a test to show whether the team should continue with or give up on the idea. Its purpose is to help participants learn to examine the idea critically and from several perspectives. If they identify a significant weakness or threat, ask what they could do to reduce or overcome it, rather than immediately concluding that the idea is not good.

Make sure participants do not confuse weaknesses and threats. The question “Is this something connected to us and our idea, or is it something that comes from the environment?” is usually enough to help them distinguish between the two.

When discussing resources, avoid allowing the conversation to immediately be reduced to money. Financial resources are only one type of resource. In particular, encourage participants to recognise what they already have within the team and in their environment – skills, knowledge, time, contacts, access to space, digital tools, partnerships and support. Detailed financial planning will be addressed in a separate session.

If teams are working on different types of ideas, use the same basic logic for all of them: Which need or opportunity are we addressing? What value are we creating? What do we know, and what do we need to check? What could help us or hinder us? What do we need, and how can we obtain it? This logic allows entrepreneurial skills to be applied when developing different ideas, without all ideas necessarily being the same in nature.

Handout 1

SWOT ANALYSIS OF OUR IDEA

SWOT analysis helps you look at your idea from different perspectives. Strengths and weaknesses are related to the idea itself and to what your team has available, while opportunities and threats are related to the environment and to factors that are not entirely under your control.

STRENGTHS – What Can We Build On?

Think about what is strongest about your idea and why it could be useful or valuable to the people for whom it is intended. What skills, talents and abilities do you have within the team? What knowledge or experience do you already have in the area related to the idea? What resources, contacts or other advantages do you already have?

WEAKNESSES – What Are We Missing or What Do We Need to Improve?

Think about what is still not sufficiently clear or developed in your idea. What skills, knowledge or abilities do you need but currently do not have? Are you lacking experience in an important area? What resources do you need but do not yet have? Which part of the idea could be the most difficult to implement?

OPPORTUNITIES – What in the Environment Can Help Us?

Think about whether there is a need or interest in what you are proposing. Are there people, organisations, institutions or companies you could collaborate with? Do you know someone with knowledge or experience in this area who could help or advise you? Are there programmes, training opportunities, mentors or other forms of support that you could use? Could new technologies or digital tools help you? Is there a trend or change that makes your idea more relevant or opens up a new opportunity? Is there an opportunity to reach more people or further develop the idea?

THREATS – What in the Environment Could Make It More Difficult to Implement the Idea?

Think about what could go differently from what you have planned. Are there other products, services or solutions that already respond to the same need? Is there a risk that there will not be enough interest in your idea? Are there external conditions or obstacles that could make its implementation more difficult? Do you depend on people, resources, partners or other factors that you cannot fully control? Could a change in the environment negatively affect your idea?

Write your answers and key conclusions on the flipchart.

SESSION 3 – BUILDING OUR ACTION PLAN

Session Overview

In the previous sessions, participants selected a shared idea, examined it from different perspectives through a SWOT analysis, and considered the resources they have available and those they are missing. In this session, they will take the next step – turning the idea into a clear and practical action plan.

First, the teams will briefly finalise their idea and determine what they want to achieve with it. They will then formulate objectives and check them using the SMART approach. Once they know where they want to go, they will determine what specifically needs to be done, in what order, who will be responsible, when the activities will be implemented, and which resources they will need.

The work will take place in short cycles of teamwork, plenary sharing, feedback and refinement. In this way, participants will not only develop their plan, but will also have an opportunity to test their ideas through questions and perspectives from other participants.

The focus is on developing entrepreneurial skills for setting goals, planning, organising, setting priorities, collaboration, communication and taking responsibility. These skills can be applied when developing different ideas – from a product or service to different activities and initiatives.

Duration: 110 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use simple examples when explaining the difference between an idea, a goal and an activity, and help participants turn broader goals into concrete and realistic steps.

19–24 years: Encourage teams to formulate their goals, activities, responsibilities and timeframe independently.

25–29 years: Encourage more detailed reflection on the feasibility of goals, priorities, dependencies between activities, the allocation of responsibilities and the resources needed for implementation.

Learning Outcomes

By the end of the session, participants will be able to:

- present their idea in a clear and concise way;
- distinguish between an idea, an overall goal, specific objectives and activities;
- formulate clear and realistic objectives and check them using the SMART approach;
- turn an objective into concrete activities and tasks;
- determine a logical sequence and timeframe for activities;
- assign roles and responsibilities within the team;
- connect activities with the resources needed for their implementation;
- use questions and feedback to improve their ideas and plans;
- develop a simple and practical action plan.

Materials Needed

Flipchart paper, markers, A4 sheets, pens, sticky notes, materials from the previous session containing the selected idea, the SWOT analysis and resource mapping, Handout – From Idea to Objectives and Handout – Our Action Plan.

Session Flow

Part 1 – Our Idea in Brief – 20 minutes

Ask participants to return to the teams in which they are developing their shared idea. Explain that before they begin planning, it is important for all team members to have a shared understanding of exactly what they want to develop.

Ask them to look at their idea and the conclusions from the previous session and answer the questions: What is our idea? What do we want to offer, create or do? Who is it intended for? What need, problem or opportunity does it address? What value do we want to create?

To show them what is expected, give a short example. If a group of young people has noticed a neglected public space in their neighbourhood, the description could be: “Together with other young people and residents, we want to improve the neglected public space and create a place that can be used for socialising and different activities.”

Explain that they should prepare this kind of short description for their own idea. They do not need to develop it again from the beginning or write a long text. In one or two sentences, it should be possible to clearly understand what they want to do, for whom and what value they want to create. If they decided to change or add something as a result of the SWOT analysis from the previous session, they should include it now.

Once the teams have finished, ask each team to present its idea to the whole group in one or two sentences. After each presentation, allow time for one or two brief questions or comments from the other participants. Guide the exchange with the questions: Did we clearly understand what the team wants to do? Who is the idea intended for? Is there anything else we would like to ask or clarify?

Explain that the purpose is not to assess whether the idea is “good” or “bad”, but for the team to check whether it has managed to communicate its idea clearly to others. If the questions reveal that something is not sufficiently clear or they receive a useful suggestion, they can revise their description before continuing.

Part 2 – From Idea to Objectives – 30 minutes

Once the teams have finalised their description, ask: “Now we know what we want to do. But what do we want to achieve through it?”

Briefly explain the difference between an overall goal and specific objectives. The overall goal shows the broader intention – what we want to achieve or what kind of change we want to contribute to. Specific objectives show more precisely what we need to achieve in order to move towards that broader goal.

Use the same example again. In the case of the public space, the overall goal could be: “To contribute to creating a more pleasant and useful public space that young people and other residents can use.”

Ask the teams to discuss the questions: What do we want to achieve through our idea? What result or change do we want to see? Then ask them to write their overall goal in one sentence.

Once they have done this, explain that the broader goal shows us the direction, but in order to plan, we need to define more precisely what exactly we want to achieve.

For example, in the case of the public space, we could start with: “We want to improve the neglected space in the neighbourhood.”

Ask participants: “Do these objectives tell us enough to be able to start planning?”

At this point, introduce the **SMART approach**. Explain that it helps us check whether an objective is **Specific, Measurable, Achievable, Relevant and Time-bound**.

Demonstrate the check directly through the example. For the objective “To improve the neglected space in the neighbourhood,” ask: What exactly does “improve” mean? How will we know that we have succeeded? What can we realistically do? By when? After checking it, the objective could read: “Within a

period of two months, together with at least 20 young people and residents from the neighbourhood, organise two joint actions to clean up and carry out basic improvements to the selected public space.”

Distribute the Handout – From Idea to Objectives and tell them: “Now do the same with your idea. Formulate one to three specific objectives and check them using the SMART questions.”

Ask them to check: Is it clear what exactly we want to achieve? How will we know that we have succeeded? Is it realistic to achieve this with the time and resources we have available? Is the objective relevant to our idea? By when do we want to achieve it? If the answer to any of these questions is unclear, ask them to improve the wording.

Once the teams have finished, ask each team to present one of its specific objectives. Ask the other participants to listen with the SMART questions in mind and pose a brief question or make a suggestion: Is it clear what the team wants to achieve? How will they know that they have succeeded? Does the objective seem achievable? Is it clear by when it should be achieved?

Guide the discussion towards the clarity and feasibility of the objective, rather than whether the other participants like the idea itself. After the exchange, give the teams a short amount of time to refine the objective if they find any of the comments useful.

Part 3 – From Objectives to Activities – 25 minutes

Once the teams have formulated their objectives, say: “Now we know what we want to achieve. The next question is: What exactly do we need to do to make it actually happen?”

Ask the teams to continue working in their groups. On flipchart paper, ask them to write down all the activities and tasks they believe will be necessary to achieve the objective they have set.

Encourage them first to think about all the necessary steps, without immediately worrying about their exact sequence or who will be responsible for them. Explain that in the next step they will examine the activities in more detail and organise them into a realistic plan for implementing their initiative.

Before they begin, show them what this means through the example. If we want to organise two actions to improve the public space, we will probably need to gather opinions from young people and residents, check who is responsible for the space and what can be done, contact relevant institutions or partners, secure materials and support, invite people to participate and organise the actions.

Tell them: “Now think about your objective in the same way. Imagine that you actually have to implement it. What do you need to do from beginning to end?”

Once they have written down the activities, ask them to check whether any activities are repeated, whether any activity is too broad and needs to be divided into smaller tasks, and whether any important step is missing.

Then ask them to arrange the activities in a logical sequence. Help them with an example: we would not begin improving a public space before checking who is responsible for it and what we are allowed to do.

Ask the questions: What do we need to do first? What comes next? Does any activity depend on a previous one? What can be done at the same time? Do all the activities genuinely contribute to our objective?

Once the teams have determined the sequence, ask each team to briefly present the main steps, without explaining every task in detail. The other participants can ask a question or suggest something the team may have overlooked: Is an important step missing? Does something need to be done earlier? Can some activities take place in parallel?

Encourage the teams to consider the suggestions they receive, but let them decide for themselves which ones make sense for their idea. If necessary, they can adjust the sequence before continuing.

Explain that this is precisely what planning does – it turns one larger idea into smaller, concrete and feasible steps.

Part 4 – Our Action Plan – 35 minutes

Once the activities have been put in order, say: “Now we know what we need to do. But to have a real plan, we also need to know who will do it, when, what we will need and what we expect to achieve as a result.”

Show one or two examples on the flipchart. If the activity is “Check who is responsible for the public space,” Marko could check the available information and contact the responsible institution during the first week. In the plan, this means: activity – checking responsibility for the space; responsible person – Marko; when – first week; resources needed – information and contacts; expected result – responsibility established and information obtained about what can be done.

Distribute the Handout – Our Action Plan and tell them: “Now take the activities you have put in order and, for each one, determine: Who will be responsible? When should it be implemented? What will you need? What concrete result do you expect?”

Explain that the person responsible for an activity does not have to do everything alone. It means that they will make sure the activity is organised and implemented in coordination with the other team members.

Ask them to refer back to the resources they identified in the previous session. For example, for the public space they may need tools, materials, people to help, information or support from other stakeholders. Ask them to think about what exactly they need for each of their activities.

At this stage, they should not calculate financial costs in detail. If an activity requires financial resources, it is enough to note this as a resource; the costs will be developed further later.

Once they have completed the plan, ask them to look at it as a whole and check: Do the activities genuinely lead towards our objectives? Is it clear who is responsible for what? Is the timeframe realistic? Do we know what we need for each activity? Is anything missing?

Then ask each team to briefly present its plan. Instead of reading the entire table, ask them to explain what their objective is, what the main activities are, what the first step is and what they consider particularly important for implementing the plan.

After each presentation, allow a short time for questions, comments and suggestions from the other participants. Encourage questions that will help the team think further: “Do you have enough time for this activity?” “What will you do if you are unable to secure the necessary resource?” “Who could help you?” “Is any step missing?”

After the plenary exchange, give them a few minutes to return to their teams and, if they consider it necessary, make final changes to the plan based on the questions and suggestions they received.

At the end, ask: “If you really had to start implementing your idea tomorrow, what would your first concrete step be?”

Point out that the process they used can be applied to different ideas: idea → goal → SMART check → activities → responsibilities, time and resources → plan. Skills for setting goals, planning, organising, mobilising resources, collaborating and using feedback help us whenever we want to turn an idea into concrete action.

Finish with the message: “A good idea is a starting point. For it to become achievable, we need to know what we want to achieve and which steps will take us there. Planning helps us turn a big idea into concrete activities that we can organise, implement and monitor.”

Facilitator Notes

Use the examples at the moment when you give the instruction, rather than as a separate lesson. It is enough to briefly show what the specific step would look like using the example of the cloth bags or the public space, and then immediately ask participants to apply the same approach to their own idea.

The brief plenary sharing sessions should not become long or formal presentations. They are part of the process of developing the idea and allow participants to explain their idea to others, ask and answer questions, hear different perspectives and use feedback to improve what they are developing. Encourage constructive comments focused on the idea, objectives and plan, rather than on the people presenting them. Teams do not have to accept every suggestion – what matters is that they consider it and decide for themselves whether it will help them improve the idea.

Make sure participants understand the difference between an objective and an activity. An activity describes what we will do, while an objective shows what we want to achieve. Use the SMART approach as a practical checking tool, rather than as a separate theoretical lesson.

Do not repeat the SWOT analysis and resource mapping. Encourage the teams to use the results from the previous session. In this session, do not go into detailed cost calculations.

Handouts

From Idea to Objectives

What is our idea? What do we want to offer, create or do? Who is it intended for? What need, problem or opportunity does it address? What value do we want to create?

Our Overall Goal

What do we want to achieve through our idea? What broader result or change do we want to achieve or encourage?

Our Specific Objectives

What specifically do we need to achieve in order to move towards our overall goal? What concrete result do we want to see?

Check your specific objectives using the **SMART approach**:

S – Specific: Is it clear what exactly we want to achieve?

M – Measurable: How will we know that we have achieved the objective?

A – Achievable: Can we realistically achieve it with the time, opportunities and resources we have available?

R – Relevant: Is the objective important to our idea and to the need, problem or opportunity we are addressing?

T – Time-bound: By when do we want to achieve it?

If necessary, improve the objective based on the SMART check.

Our Action Plan

First, write down the activities you identified and put in order. Then, for each activity, determine who will be responsible, when it will be implemented, what you will need and what result you expect.

Activity / Task	Who is responsible?	When?	What do we need?	Expected result

When you have completed the plan, check: Do the activities lead towards our objectives? Is it clear who is responsible for what? Is the timeframe realistic? Do we know which resources we need? Do we know what our first concrete step is?

MODULE 4 – MANAGING RESOURCES AND FINANCES

Module Overview

For an idea to move from a plan into reality, we need to know not only **what we want to do**, but also **what we need, how much it will cost, where we can obtain the necessary funds and resources, and how to approach those who can support us**. The ability to realistically assess needs, plan resources and financial means, and mobilise support is an important part of entrepreneurial action.

The resources needed to implement an idea are not only financial. They may include **materials, equipment, space, technology, time, knowledge, skills, information, contacts, services, and support from other people and organisations**. Some of them may already exist within the team or in its surroundings, some may be obtained through cooperation, borrowing, donation, or another form of support, while others will require financial means. Therefore, good financial planning begins with understanding what we really need and recognising the resources we already have.

This module guides participants through the process of **planning and mobilising the resources and financial means needed to implement the idea they are developing**. During the three sessions, they first connect the planned activities with the necessary resources and costs and prepare a simple **budget**. They then explore different **sources and ways of obtaining funds**, compare their opportunities, conditions, and obligations, and assess which of them may be suitable for their idea. Finally, they broaden the focus from funding to wider support and learn **how to identify potential supporters, what specifically to ask from them, and how to clearly explain why their idea deserves support**.

In this way, financial planning in the module is not treated as an isolated exercise with numbers, but as part of a broader process of turning an idea into realistic and achievable action. Participants learn to connect **objectives, activities, resources, costs, available funds, and possible sources of support**, make choices, and adapt their plan when resources are limited or when new opportunities arise.

At the same time, the module develops the idea that **mobilising resources involves actively seeking and creating opportunities**. Instead of starting from the assumption that they first need to have all the necessary funds, participants learn to recognise what they already have, what they can obtain in another way, who they can cooperate with, and how different resources and sources of support can be combined to make the idea achievable.

Why Is This Topic Important?

A good idea and a well-prepared plan are not enough if there is no realistic picture of the resources needed for their implementation. Young people may be motivated and have a clear idea of what they want to do,

but may not know **how to estimate how much it will cost, which resources are already available to them, where they can seek additional support, or how to approach potential supporters.**

Developing these abilities helps them move from a general idea towards more realistic planning. When they are able to identify the necessary resources, estimate costs, and prepare a budget, they can more easily assess what is achievable and what needs to be adapted. When they are familiar with different ways of obtaining funds and support, they can make a more informed choice instead of relying on only one possibility.

At the same time, the ability to mobilise resources strengthens **initiative and the ability to cooperate.** Young people learn that implementing an idea often requires connecting with other people, organisations, institutions, companies, or the community, clearly communicating what they need, and building relationships in which different parties can contribute towards a common goal.

Learning Outcomes

By the end of the module, participants will be able to:

- identify the resources and financial means needed to implement planned activities;
- distinguish between resources they already have and those they need to obtain additionally;
- estimate basic costs and prepare a simple budget linked to their action plan;
- recognise and compare different sources and ways of obtaining funds and take into account their conditions and obligations;
- select and combine appropriate sources of funding and other resources according to the needs of a specific idea;
- identify potential supporters and different forms of financial and non-financial support;
- formulate a clear and specific request for support and adapt it to a potential supporter;
- connect financial planning, resource mobilisation, and cooperation with the implementation of their own idea.

Key Entrepreneurial Competences

The module particularly contributes to the development of **mobilising resources**, as participants learn to recognise what they need, what they already have, and how they can obtain additional financial and non-financial resources; **financial and economic literacy**, through estimating costs, preparing a budget, and becoming familiar with different sources of funding; and **taking the initiative**, through actively seeking opportunities, approaching potential supporters, and taking concrete steps towards implementing the idea.

The module also contributes to **planning and management**, as participants continuously connect resources and financial decisions with the objectives and activities they have previously planned, as well as to **working with others**, through identifying partners, supporters, and opportunities for cooperation.

These competences help young people understand that turning an idea into action requires more than good intentions or an initial plan. It is necessary to realistically assess what is needed, make choices, use available resources, and actively seek ways to obtain what is missing.

How Participants Learn

The activities in the module combine **work on the team's real idea, practical calculations, analysis of concrete situations, group discussion, comparison of different possibilities, simulation of requesting support, and peer feedback**. Participants do not work with financial concepts only at a theoretical level, but gradually apply them to the idea and plan they developed in the previous modules.

Peer learning is particularly important because different teams may identify different ways of using and obtaining resources. By sharing budgets, selecting sources, and practising requests for support, participants gain new ideas from one another, reconsider their own choices, and learn that **there may be several solutions to the same need and that good resource management requires flexibility, creativity, and cooperation**.

SESSION 1 – FROM RESOURCES TO A BUDGET

Session Overview

For an idea to be implemented, it is not enough to know what we want to do. We need to think about what we need to do it, what we already have, what we need to obtain additionally, and how much implementation will cost. This is where financial planning begins.

In the previous module, participants worked in teams on their shared idea, defined objectives and activities, and prepared an action plan. In this session, they continue working in the same teams and on the same idea, but examine it from the perspective of the resources and finances required. First, they determine what they need to implement the planned activities, then what they already have or can use and what they need to obtain or pay for, and finally they prepare a simple budget.

Resources are not only money. They may include materials, equipment, space, technology, time, knowledge, skills, people, information, or services. Some of them may already be available to us or may be obtained without additional cost, while others will require financial means. In this way, participants learn to distinguish between what we need to implement the idea and what we actually need to pay for.

Through this process, they gradually move from resources to costs and from costs to a budget and learn that a budget is not just a table of numbers, but a financial plan that derives from what we want to do.

The same logic can be used when planning a business, product, or service, as well as when preparing different activities and initiatives.

Duration: 115 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use simple and concrete examples and help participants identify resources and estimate prices.

19–24 years: Encourage them to independently identify resources, check real prices, and organise costs into a budget.

25–29 years: Encourage more detailed consideration of resources and costs, checking real prices, and thinking about more efficient use of available resources.

Learning Outcomes

By the end of the session, participants will be able to:

- identify the resources needed to implement planned activities;
- distinguish between resources they already have and those they need to obtain additionally;
- recognise which of the required resources create a financial cost;
- understand basic concepts related to resources, costs, and budgeting;
- make an approximate estimate of quantity, unit price, and total cost;
- understand how the budget derives from the action plan;
- prepare a simple budget for implementing their idea;
- review and adapt the budget based on the plan and available resources.

Materials Needed

Teams' action plans from Module 3, results of the SWOT analysis and previous resource mapping, flipchart, markers, A4 sheets, pens, calculators or mobile phones, Handout 1 – From Our Plan to the Resources We Need, Handout 2 – Our Budget, and Financial Concept Cards.

Session Flow

Part 1 – What Do We Need to Implement the Plan? – 20 minutes

Ask participants to return to the same teams in which they developed their idea in Module 3 and take their action plan. Explain that they will not create a new plan, but will continue developing what they have already planned.

Ask the question: “If we had to start implementing our plan tomorrow, what would we need?”

Distribute the Handout – “From Our Plan to the Resources We Need”. Ask the teams to review the activities from their action plan and transfer them into the first column. For each activity, ask them to think about what specifically they need to implement it and in what quantity.

Then ask them to consider each identified resource one by one and determine whether they already have it or can use it without additional cost, or whether they will need to obtain or pay for it. Emphasise that at this stage they are not yet calculating prices. The aim is first to get a clear picture of what they need and which of these resources will create a financial cost.

Explain that a resource is anything we need in order to be able to do something. This may include materials, equipment, space, technology, transport, information, knowledge, skills, time, people, or different services.

Use the example from the previous module to illustrate the task. If the team is planning an activity to improve a public space, they may need tools, gloves, bags, improvement materials, transport, information or permits, people to help, and materials to inform the community.

At this stage, do not ask participants to think about prices. The aim is first to determine what is really needed to implement each activity. When the teams have finished, ask them to look at the last column – “We need to obtain / pay for it”. Explain that these resources will form the basis for the next step – estimating costs and preparing their budget.

Part 2 – What Do We Already Have and What Do We Need to Obtain? – 15 minutes

Once the teams have compiled the list, ask: “Do we have to buy everything we need?”

Encourage them to think about what they already have within the team and refer them back to the SWOT analysis and resource mapping from the previous module. Perhaps one team member already has a particular skill, computer, tool, or another resource. Something may be borrowed, shared, or used without additional cost.

Ask them to determine for each resource: Do we already have it or is it available to us? Can we use it without additional cost? Do we need to obtain or pay for it additionally?

For example, when improving the public space, some tools may be borrowed, while certain materials will need to be purchased.

Conclude this part with the message that financial planning does not begin with the question “How much money do we need?”, but with the question “What do we need and what do we already have?”

Part 3 – From Resources to Costs – 20 minutes

Ask the teams to identify the resources they will need to pay for. Introduce the concept of cost/expense and explain that this is the money we need to pay for materials, products, services, and other things needed to implement the idea.

Ask the question: “How can we determine how much something will actually cost us?”

Distribute Handout 2 – “Our Budget”. Ask the teams to return to Handout 1 and transfer into the budget the resources they determined they need to obtain or pay for. For each item, they should enter the activity to which it relates, the required quantity, estimated unit price, and total cost.

Remind them that:

quantity × unit price = total cost.

Explain that not every cost has to be calculated in this way. A particular service, for example, may have one total price. What is important is that they know what they are paying for, how much they need, and how they arrived at the estimated amount.

If they have access to the internet, encourage them to check real prices. If this is not possible, they can use reasonable estimates. Prices are not expected to be perfectly accurate – the aim is to learn how to make a realistic and justified cost estimate.

Once they have entered all items, ask them to add up the total costs and calculate the total budget needed to implement their plan.

Part 4 – What Is a Budget and How Do We Plan It? – 15 minutes

Ask: “When you hear the word budget, what does it mean to you?” Write several answers on the flipchart and explain that a budget is a financial plan that helps us estimate in advance how much funding we will need, what it will be needed for, and how we will allocate it.

On the flipchart, show the following logic:

Plan → activities → resources → budget

Emphasise that the budget should be considered already during the planning stage of an initiative. Even an activity that initially requires little or no financial resources may later generate costs. It is therefore important to prepare the budget for a defined period and take into account the quantities and resources that will be needed during that period.

Emphasise that the budget should derive from the plan. If there is a cost in the budget, we should be able to explain why it is needed and which activity it is linked to. Conversely, if an activity requires financial means, they should be provided for in the budget.

Explain the four basic steps:

1. first, we determine what we want to do;
2. second, we identify the resources we need;
3. third, we determine which resources we need to pay for and estimate the costs;
4. fourth, we organise the costs into a budget, calculate the total amount, and check it again against our plan.

Introduce the concept of available funds – the financial means already available to us for implementing the plan. Emphasise that resources should not be confused with financial means: borrowed equipment or space provided free of charge are resources, but they are not monetary income.

Explain that a budget is a plan and an estimate that may change. If we discover that something costs more than expected or that a particular resource can be used at no cost, we may need to adapt the budget.

For ideas involving the sale of a product or service, it may be necessary to additionally consider concepts such as fixed and variable costs, selling price, revenue, profit, loss, and the break-even point.²

Part 5 – Preparing Our Budget – 25 minutes

² Additional Financial Concepts for Ideas Involving the Sale of a Product or Service

If the idea involves **selling a product or service**, in addition to budgeting it is important to understand several other basic financial concepts. They help us assess how much what we offer costs us, at what price we can offer it, and whether the revenue we generate covers the costs.

Fixed costs are costs that remain the same or similar over a given period regardless of how many products or services we produce or sell. These may include, for example, rent for premises, certain subscriptions, or other regular costs.

Variable costs are costs that change depending on the quantity of products or services we produce or provide. These may include materials, packaging, or other costs associated with each additional unit of a product or service.

Selling price is the amount at which a product or service is offered to customers. When setting the price, it is important to take into account the costs, but also the value we offer, potential customers, and the prices of similar products or services.

Revenue is the money received from the sale of products or services.

Profit is the amount remaining after total costs are deducted from total revenue.

Loss occurs when total costs are higher than the revenue generated.

Break-even point is the point at which total revenue equals total costs. At that point, there is neither profit nor loss.

Example: The team plans to produce and sell 50 canvas bags. The total costs of producing and selling them amount to **EUR 1,500**. If all 50 bags are sold at a price of **EUR 40**, the total revenue will be:

50 × EUR 40 = EUR 2,000 revenue

To calculate the profit:

EUR 2,000 revenue – EUR 1,500 costs = EUR 500 profit

It is important to remember that **revenue is not the same as profit**. Revenue shows how much money we have received from sales, while profit shows what remains after all costs have been covered.

These concepts are particularly relevant to ideas involving the sale of products or services. For other types of ideas and initiatives, financial planning may follow a different logic, but it is still important to realistically assess the required resources, costs, and available funds.

Distribute the Handout 2 – “Our Budget” and ask the teams to organise the information they have already collected. Explain that they are not starting from an empty table – every budget item should derive from the resources and costs they previously identified.

In the example of the public space, if the tools can be borrowed, they remain a resource but do not create a cost. If 30 pairs of gloves need to be purchased, the quantity, unit price, and total cost are entered into the budget.

Once all items have been entered, the teams calculate the total costs of implementing their idea.

They then compare the budget with the plan and check: Are all activities that require funds included? Have we forgotten anything? Are the quantities and prices realistic? Have we included a cost for something we already have? Can anything be organised more efficiently without reducing the quality of what we want to do? For what period are we planning this budget, and do the planned quantities correspond to the duration and scope of the activities?

If necessary, the teams revise the budget.

Part 6 – Reinforcing Financial Concepts

Once the teams have completed their budgets, move on to a brief review of the basic financial concepts they used during the exercise. Distribute the Financial Concept Cards available in the Handouts among participants or teams. Ask them to connect the concepts with what they have just done while preparing their budget.

For example, ask questions such as: “Which concept did we use when determining how much one item or one unit costs?” “What do we call the amount we get when we multiply the quantity by the unit price?” “What does the sum of all planned costs represent?”

Participants then show or select the appropriate card and briefly explain how the concept appeared in their budget.

Part 7 – Review and Share – 10 minutes

Each team briefly presents its budget. They should not read every item, but explain the estimated total budget, the most significant costs, and whether during preparation they discovered anything that led them to adapt their initial plan.

Other participants can ask questions and make brief suggestions: whether a cost may be missing, whether an estimate should be checked again, or whether a resource could be obtained or used in another way.

Emphasise that the aim is not to determine which team has the “cheapest” budget. A good budget is one that realistically shows what is needed to implement the plan.

Conclude with the message that they now know what they need to implement their idea, which resources they can use without additional cost, and approximately how much budget they need. In the next session,

they will take the next step – they will examine different sources and ways of obtaining funds and consider which are most suitable for their idea.

Facilitator Notes

The session should build directly on Module 3. Participants continue working in the same teams, on the same idea, and with the plan they have already prepared. Do not ask them to create new ideas solely for the financial exercises.

Pay particular attention to ensuring that they do not equate resources with money. Skills, knowledge, time, people, equipment, space, information, and contacts can be important resources even if they do not create a direct financial cost. Similarly, space provided free of charge, borrowed equipment, or volunteer contributions should not automatically be presented as income.

Do not require perfectly accurate prices. It is more important that participants understand the logic activity → resource → cost → budget and learn how to make a reasonable financial estimate.

In this session, do not open a detailed discussion about where the funds will come from. If participants mention their own funds, a grant, donation, loan, or another source, explain that this issue will be addressed later. It is important from the outset to maintain the distinction between the resources we use, the financial means we obtain, and the income that a particular business activity may generate.

Handouts:

From Our Plan to the Resources We Need

Review the activities in your action plan and, for each one, think about what you need in order to implement it.

Activity	What do we need?	How much do we need?	We have it / can use it without additional cost	We need to obtain / pay for it

Our Budget

Using the resources that you need to obtain or pay for, prepare your budget.

Activity	Budget item / cost	Quantity	Unit price	Total
TOTAL				

At the end, check: Does the budget correspond to our plan? Have we included all the necessary costs? Are the quantities and prices realistic? Have we forgotten anything? Do we already have any of the resources, or can we use them without additional cost? Do we need to change anything in the plan or the budget?

Financial Concept Cards

Prepare one set of Financial Concept Cards for this session. Use them after participants have worked with the concepts in practice, so that the cards reinforce rather than introduce the terminology.

RESOURCE – Anything we need to implement the idea or activity: materials, equipment, space, time, knowledge, skills, people, information, services, or financial resources.

BUDGET – A financial plan that shows how much funding we need or have available and how we plan to use it over a defined period of time.

COST / EXPENSE – The money we pay for materials, products, services, and other things needed to implement the idea.

UNIT PRICE – The price of one unit of a product, material, or service that we purchase.

TOTAL COST – The total amount we need to pay for a particular item. When purchasing several identical units: **quantity × unit price = total cost.**

SESSION 2 – WHERE CAN WE OBTAIN FUNDING?

Session Overview

For an idea to move from a plan into reality, we need to know not only what we want to do and how much it will cost, but also how we will obtain the funds we need. The ability to recognise different funding opportunities, assess which of them are suitable for our idea, and make a realistic choice is an important part of entrepreneurial action.

In the previous session, participants identified the resources and costs related to the idea they are developing and prepared a budget. In this session, they take the next step: they explore where the funds needed to implement their idea can come from and how different sources work.

Through concrete situations, discussion, and group work, participants become familiar with own contribution, fundraising activities, donations, sponsorships, crowdfunding, grants, income from products or services, and other forms of financing. In doing so, they learn that different sources involve different opportunities, conditions, and obligations and that not every source is suitable for every idea. At the end, they apply what they have learned directly to the idea they are developing and prepare their own plan for obtaining the funds needed for its implementation.

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use simple and familiar examples, such as youth activities, local actions, campaigns, and small events. For loans, credit, and microfinance, provide only basic information as part of financial literacy.

19–24 years: Include a wider range of sources and pay greater attention to access requirements and the obligations arising from them.

25–29 years: Encourage more detailed comparison of sources, combining different sources, and assessing conditions, risks, and sustainability.

Learning Outcomes

By the end of the session, participants will be able to:

- identify different sources and ways of obtaining funds;
- explain how the basic forms of financing work;
- recognise that different sources involve different conditions and obligations;
- assess which sources are more suitable for different ideas and situations;
- consider the possibility of combining several sources;

- select realistic sources for the idea they are developing and prepare a basic plan for obtaining the necessary funds.

Materials Needed

Budgets from Session 1, flipchart, markers, pens, Situation Cards, Cards – Sources of Funds, and Handout – Funding Plan for Our Idea.

Session Flow

Part 1 – One Idea, Different Possibilities – 10 minutes

Begin with the following situation: “A group of young people has an idea through which they want to address a problem or need they have identified in their community. The team has already prepared a plan and a budget but has found that it is short of EUR 500 to implement the idea. What can they do?” Write the suggestions on the flipchart without immediately classifying or evaluating them. Participants may suggest contributing part of the funds themselves, organising a fundraising activity, asking citizens or a company for support, applying for a grant call, organising an online campaign, or other solutions.

Once you have collected several ideas, ask: “Are all these funds obtained in the same way? What do we need to do to obtain them? Do they all involve the same conditions and obligations?”

Then ask the teams to briefly look at the budget they prepared for their own idea in the previous session. Explain that, while exploring the different possibilities in the next parts of the session, they should continuously keep the following question in mind: “Could this also work for our idea?”

Part 2 – How Could They Obtain the Funds? – 20 minutes

Ask participants to continue working in the same teams in which they are developing their idea/initiative. Give each team one Situation Card and ask them to carefully examine the situation and think about possible ways in which the idea or initiative presented in the example could move forward. At this stage, do not give them the ready-made names and definitions of the different sources. The aim is for participants first to discover as many possibilities as possible themselves through the concrete situations.

Card 1: A group of young people wants to organise a series of workshops on recognising and preventing digital violence among young people. They have people who can facilitate the activities, but they need funds for materials, promotion, and organisation.

Card 2: A group of young people wants to improve a neglected space in their neighbourhood and turn it into a place that young people can use. They need materials, tools, and funds to organise the activities.

Card 3: A group of young people wants to organise a local cultural event through which young people can present their music, photographs, short films, and other creative works. They have a venue but do not have sufficient funds for the remaining costs.

Card 4: A team of young people wants to produce canvas bags with their own design and use part of the income for community activities. They have an idea and potential customers, but they lack the funds for the first batch.

For their situation, the groups discuss: Where could the funds come from? Who could support this idea and why? What would the team need to do to obtain the funds? Would the funds need to be repaid? Would the person or organisation providing them expect something in return? Would it be better to use one or several sources?

After the group work, each group briefly presents its solutions. The other participants can ask a question or suggest an additional possibility.

After the presentations, ask: “Could any of the approaches you have heard be relevant to the idea your team is developing?”

Part 3 – Getting to Know the Different Sources – 20 minutes

Based on the solutions participants have already proposed, gradually introduce the different sources of funds. Connect each new concept with the examples they have provided themselves.

Own contribution / own funds – funds that the individual or team decides to invest in implementing the idea.

Fundraising activities – activities organised with the aim of raising funds for a specific idea or purpose. These may include a bazaar, sports or cultural event, concert, sale or auction of handmade items, local fundraising campaign, or another creative activity. It is important that people clearly know what the funds are being raised for.

Donation – financial or other support provided by an individual, organisation, or other supporter for a specific purpose without an obligation to repay the funds.

Sponsorship – support, most often from a company or another entity, where there is usually an agreed benefit for the sponsor, such as visibility, promotion, or association with the activity.

Crowdfunding – raising smaller amounts from a larger number of people, most often through an online platform or organised campaign. For a crowdfunding campaign to be successful, it is necessary to clearly explain what we want to do, why it is important, how much funding we need, and what the funds will be used for. Photographs, a short video, or other visual materials can help people better understand the initiative, while the campaign should be actively shared through social media, supporters, and other contacts.³

³ Examples of crowdfunding platforms include <https://whydonate.com/>, <https://www.globalgiving.org/> and <https://www.gofundme.com/>, as well as other international, regional, and local platforms. Not all platforms are available in all countries, and the conditions for starting a campaign, receiving and withdrawing funds, fees, and eligibility criteria may differ and change. Therefore, before selecting a platform, its availability in the specific country

When sharing photographs, videos, and other personal data, it is particularly important to respect the privacy, dignity, and protection of children, minors, and other vulnerable persons, in accordance with applicable national regulations and relevant international safeguarding standards. Personal data and content through which individuals can be identified should not be published without appropriate consent and without applying the necessary protection measures.

Grant – funds awarded for a specific purpose, most often through a call or programme and according to predefined conditions. It is usually necessary to submit an application and comply with the rules governing the use of the funds.

Grants may be provided by municipalities, state institutions, foundations, companies, civil society organisations, international organisations, and various national and international programmes. Calls usually specify who can apply, what activities can be supported, how much funding is available, which documents are required, and the deadline for submitting the application. The fact that a grant exists does not mean that it is suitable for our initiative – we first need to check whether the idea, team, and activities meet the requirements of the specific call.

Income from a product or service – for ideas involving a product, service, or another economic activity, some or all of the necessary funds may be generated through the activity itself.

Loan / credit – funds that are borrowed and must be repaid according to the agreed terms, most often with interest or other costs. When using a loan or credit, it is important to carefully check the terms, total costs, and repayment obligations, and to obtain funds only from legal and duly authorised financial institutions or other providers entitled to offer this type of financial service under national regulations.

Microfinance / microcredit – smaller loans or other financial services that may be intended for individuals and small entrepreneurial activities with limited access to traditional bank financing. Borrowed funds must be repaid according to the agreed terms.

After presenting the different sources, distribute the Handout – “**Sources of Funds**”, which provides brief explanations of each source. Explain that the handout can serve as a reminder while participants compare the different possibilities and later, when they select which sources may be suitable for their idea.

As you review the sources, draw a simple table on the flipchart and complete it together with the participants.

and its current terms of use should always be checked. It is also useful to explore local or regional crowdfunding platforms and other online fundraising opportunities available in the specific country.

Source	Where do the funds come from?	Do they need to be repaid?	What conditions or obligations may apply?
Own contribution	From us/the team	No	We cover part of the cost ourselves
Fundraising activities	From people who support the cause/activity	No	We need to organise an activity and attract support
Donation	From individuals, organisations, or other supporters	No	The support is used for the specified purpose
Sponsorship	Most often from companies	No	Visibility or another agreed benefit may be expected
Crowdfunding	From a larger number of people	Usually not	We need to clearly present the idea and attract supporters
Grant	From a programme, institution, foundation, etc.	No	Application, specified purpose, and rules
Loan / credit	From a bank or another legal lender	Yes	Repayment according to the agreed terms
Microcredit	From a microfinance institution	Yes	Repayment according to the agreed terms

Explain that this is a simplified overview for the purposes of the exercise and that the specific rules and conditions depend on the particular source.

While discussing each source, ask the teams to think about their own idea and mark next to the source: ✓ – may be relevant to our idea; ? – maybe, we need to research it further; × – probably not suitable for our idea.

Part 4 – Not Every Source Is Suitable for Every Idea – 15 minutes

Ask the groups to return to the situation from Part 2. Now that they are familiar with the different sources, they should select two or three options that they believe are most suitable for the specific situation.

For each choice, they should answer: Why is this source suitable? What is its advantage? What conditions or obligations should we take into account?

Then give each group an additional piece of information that changes the situation, for example: “You need the funds within the next two weeks.” “The team does not want to take on an obligation to repay funds.” “A local company has already shown interest in the topic.” “A large number of people in the

community support the idea.” “You already have people who are interested in purchasing the product in advance.”

Ask: “Does the new information change your choice? Why?”

Explain that we do not choose a source simply based on what is available. We need to consider what type of idea it is, how much funding we need, what we need it for, how much time we have, and what conditions or obligations we can take on.

Part 5 – Funding Plan for Our Idea – 20 minutes

Explain that so far participants have worked with different situations in order to become familiar with and compare possible sources of funding. Now they will apply what they have learned to the idea their team has been developing throughout the previous modules.

Participants return to the same teams and take the budget they prepared for their idea in Session 1. Based on it, each team should prepare a Funding Plan for Their Idea.

First, they should determine: What is the total budget for our idea? How much funding or own contribution do we already have available? How much funding do we still need to obtain? For which specific activities or costs do we need it?

Then ask them to review the sources they became familiar with during the session and assess: Which sources could we realistically use for our idea? Why these particular sources? Which source is most suitable for which need in our budget? Is it better to use one source or combine several sources? What conditions or obligations would we take on? What specifically do we need to do to access each selected source?

Emphasise that the entire budget does not have to be secured from one place. The team may combine its own contribution and different external sources, if this makes sense for the specific idea. Emphasise that obtaining resources does not always have to mean raising money. If a particular cost can be covered through a donation of materials, free use of space, borrowed equipment, a service provided, or another non-financial contribution, this may reduce the amount that the team needs to obtain financially.

Each team completes the Handout – Funding Plan for Our Idea. The aim is that, by the end, it has a concrete and as realistic as possible picture of how it would cover the budget it has already prepared.

Then each team presents its plan to the whole group: “To implement our idea, we need ____ euros/other currency. Of this amount, we can already provide _____. We plan to obtain the remaining funds through _____. We selected these sources because _____. Our first step will be _____.”

After each presentation, the other participants can ask questions, provide comments, or suggest an additional possibility. The team may revise its plan if it receives a useful idea through the discussion.

Part 6 – The Source Is Only the Beginning – 5 minutes

For the final reflection, ask: “What was most important when selecting sources for your idea? Did you change your initial choice after considering the conditions? Could a combination of several sources be more realistic than relying on only one?”

Conclude with the message: “Obtaining funds does not begin with the question ‘Who can give us money?’, but with a clear understanding of what we want to implement, what we need, and which form of financing best suits our idea. Entrepreneurial initiative also means being able to recognise opportunities, mobilise the resources we need, and find a realistic way to turn the idea into action.”

Connect the session with the next one. Participants now know how much funding they need, which sources they could use, and where support might come from. The next step is to consider how to approach potential supporters and clearly and convincingly explain what they want to do and what kind of support they are seeking.

Facilitator Notes

Do not present the sources as a ready-made menu from which every team must choose. The aim is for participants to learn to assess which way of obtaining funds makes sense for the specific idea. Continuously bring them back to the idea they are developing and to the budget they have already prepared.

For ideas focused on a specific need or problem in the community, encourage participants to think about who might have an interest in supporting the idea and why. For ideas involving a product, service, or another economic activity, also introduce the possibility that part of the funding may be generated through the activity itself. In this way, participants recognise that entrepreneurial skills related to planning, mobilising resources, and decision-making can be applied when implementing different types of ideas and initiatives.

If participants want to explore a specific crowdfunding platform, encourage them to check whether it is available in their country, what the terms of use are, whether there are any fees, and how the funds raised are paid out.

Treat loans, credit, and microfinance with particular care. They are included so that participants can understand the broader range of possibilities and the basic financial logic, and not as a recommendation to take on debt. For younger participants, treat them primarily as part of financial literacy.

Also emphasise that grants, donations, and sponsorships should not simply be understood as “free money”. They may have a specific purpose, rules, expectations, or obligations. The key aim is for participants to understand that obtaining funds is part of implementing an idea and requires informed choices, planning, and initiative.

Sources of Funding

Own contribution / own funds – Funds that the individual or team decides to invest in implementing the idea.

Fundraising activities – Activities organised with the aim of raising funds for a specific idea or purpose.

Donation – Financial or other support provided for a specific purpose without an obligation to repay it.

Sponsorship – Support where there is usually an agreed benefit or visibility for the party providing it.

Crowdfunding – Raising smaller amounts from a larger number of people, most often through an online platform or an organised campaign.

Grant – Funds awarded for a specific purpose according to predefined conditions, most often through a call or programme.

Income from a product or service – Funds generated through the sale of a product or service.

Loan / Credit – Funds that are borrowed and must be repaid according to the agreed terms, most often with interest or other costs.

Microfinance / Microcredit – Smaller loans or other financial services that may be available to individuals or small entrepreneurial activities. Borrowed funds must be repaid according to the agreed terms.

Funding Plan for Our Idea/Initiative

Our initiative: _____

Total budget: _____

Funds we already have or can provide ourselves: _____

Funds we still need to obtain: _____

What do we need the funds for?	Amount needed	Source from which we plan to obtain the funds	Why is this source suitable for our idea?	What do we need to do to access it?

After completing the table, discuss within your team: Do the selected sources together cover the funds we are missing? What conditions or obligations should we take into account? What other sources did we consider but decide not to use, and why? What will we do if we are unable to secure one of the planned sources?

Our first concrete step towards securing funds will be:

SESSION 3 – MOBILISING SUPPORT FOR OUR IDEA

Session Overview

Securing funds and other necessary resources does not end with identifying possible sources. For an idea to receive support, we need to know whom to approach, what specifically to ask for, and how to clearly explain why our idea is important and worth supporting.

In the previous session, participants explored different sources of funding and prepared a funding plan for the idea they are developing. In this session, they take the next step: they identify potential supporters, consider what they could ask from them, and prepare a concrete approach for requesting support.

Support does not always have to be financial. Space, materials, equipment, services, knowledge, contacts, promotion, or time can be equally important for implementing an idea. Participants are therefore encouraged to think more broadly about the resources available in their community and the ways in which they can mobilise them.

The session connects the ability to mobilise resources with communication, initiative, and building cooperation. By the end, each team prepares and practises a concrete request for support for its own idea.

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use potential supporters that are familiar and understandable to them – a school, youth centre, local organisation, local business, municipality, or people from the community. Focus on a simple and concrete request.

19–24 years: Include different types of organisations, institutions, companies, and programmes and encourage participants to adapt their approach to different supporters.

25–29 years: Pay greater attention to building partnerships, mutual interest, negotiation, and combining different types of support.

Learning Outcomes

By the end of the session, participants will be able to:

- identify different potential supporters for implementing an idea;
- consider financial and non-financial forms of support;
- assess which supporter is most suitable for a specific need;
- formulate a clear and concrete request for support;

- explain why the idea is important and why a potential supporter might have an interest in contributing;
- adapt a request to different potential supporters;
- prepare and practise a request for support for the idea they are developing.

Materials Needed

Funding Plans from Session 2, team budgets, flipchart, markers, A4 sheets, pens, Cards – Potential Supporters, and Handout – Our Request for Support.

Session Flow

Part 1 – Support Is Not Only About Money – 10 minutes

Write on the flipchart: “What might we need to implement an idea, apart from money?”

Encourage a quick discussion. Participants may mention space, equipment, materials, transport, knowledge, expertise, volunteers, contacts, permits, promotion, access to an audience, digital tools, or other resources.

Then ask: “If someone can provide us free of charge with a space that costs EUR 150 in our budget, does that help us reduce the amount we need to secure?”

Connect the discussion with the previous sessions. Explain that the budget shows us what we need and how much it costs, but this does not mean that we have to buy every resource. Sometimes we can obtain it through cooperation, donation, borrowing, resource sharing, or another form of support.

Ask the teams to briefly look at their own budget and select one cost or resource that they might be able to obtain without directly paying for it. Take a few examples in plenary.

Part 2 – Who Can Support Us and Why? – 15 minutes

Write on the flipchart: “Who might have an interest in supporting our idea?”

Ask participants to identify as many potential supporters as possible: individuals, local businesses and companies, organisations, schools or universities, youth centres, the municipality or other institutions, foundations, media, professionals, local groups, and other relevant actors.

Then ask the more important question: “Why would any of them want to support us?”

Discuss how different supporters may have different reasons. Someone may share the goal of the initiative, a company may want to contribute to the local community or gain visibility, an institution may be working on the same issue, while an organisation may have similar goals.

Emphasise that a good request for support does not begin only with “What do we need?”, but also with the question “Why might this particular supporter be interested?”

Part 3 – The Same Request, a Different Supporter – 20 minutes

Explain that the way we ask for support should also depend on whom we are approaching.

Give a common example: A group of young people wants to organise a series of activities to improve a neglected public space and use it for youth activities. They need materials, space for preparatory meetings, promotion, and help from people with specific practical knowledge.

Divide participants into small groups and give each group a different potential supporter: a local company, municipality, local civil society organisation, local media outlet, or a professional with relevant knowledge and skills.

Each group should consider: What specifically would we ask from this supporter? Why this particular supporter? What would we tell them about the idea? Why might they have an interest in helping?

After the short group work, the groups present their proposals. Compare the answers and show that the same idea may require different types of support from different people and organisations.

For example, they might ask the company for materials or financial support, the municipality for the use of space or other institutional support, the organisation for expertise or volunteers, and the media for promotion.

Part 4 – What Should a Good Request for Support Include? – 15 minutes

Ask participants: “If someone asked you to support their idea, what would you want to know before deciding whether to help?”

Write down their answers and use them to gradually build the structure of a simple request for support:

- Who are we?
- What do we want to do?
- What need or problem does the idea address?
- Who will benefit and what change do we want to achieve?
- What do we already have or do ourselves?
- What specifically do we need?
- Why are we approaching this particular supporter?
- How will their support contribute to implementing the idea?

Emphasise the word specific. “Support us” is much less clear than “We need materials worth EUR 130 for three workshops” or “We are asking to use the hall free of charge on two Saturdays”.

Also explain that the request should not be long. The supporter should quickly understand what you want to do, why it is important, and what you are asking from them.

Part 5 – Preparing a Request for Support for Our Idea – 20 minutes

Explain that so far they have worked with a common example to understand the logic of approaching different supporters. Now they will apply what they have learned directly to the idea their team has been developing throughout the previous modules.

Participants return to the same teams and take their budget and Funding Plan from the previous session.

First, they should select one specific need from their plan and one realistic potential supporter whom they could approach.

They do not have to ask for money. They can ask for financial support, materials, equipment, space, a service, expertise, promotion, or another resource they genuinely need.

They then complete the Handout – Our Request for Support, answering the questions: Who are we approaching? What do we know about them? Why do we think they might have an interest in our idea? What specifically are we asking for? What do they need to know about our idea? What have we already done or secured ourselves? How will their support help us? How will we approach them?

Based on their answers, the team prepares a short oral request for support of approximately one to two minutes.

Emphasise that this is not a new pitch of the entire idea. This time, the task is different: to make a concrete request to a specific supporter.

Part 6 – Ask, Respond, Improve – 10 minutes

Each team presents its request. The facilitator or another participant takes on the role of the potential supporter.

After the request, the “supporter” asks one or two questions, for example: “Why are you approaching us in particular?” “What exactly will you use the support for?” “What have you already secured?” “How do you know this activity is needed?” “What if you are unable to secure the remaining resources?”

The other participants can provide brief feedback: What was clear? What could have been more specific? Did we understand exactly what the team was asking for? Was it clear why they were approaching that particular supporter?

After receiving feedback, the teams can briefly add to or revise their request.

Conclude with the message: “Mobilising resources does not mean only asking for money. It means recognising what we need, who can contribute, and how we can build cooperation around the idea we

want to implement. The more specific we are about what we are asking for and why, the more likely it is that others will understand how they can support us.”

Remind participants that throughout the three sessions of the module they went through a connected process: they identified resources and costs and prepared a budget, explored different sources of funding, and then learned how to concretely approach and request support for their own idea.

Facilitator Notes

Continuously connect the session with the real ideas, budgets, and funding plans that the teams have already developed. The common examples serve to teach the method, but the main task is for each team to prepare a concrete request for its own idea.

Encourage participants to think beyond financial support. If a resource can be obtained as a donation, service, use of space, expertise, or partnership, this can directly reduce the amount that needs to be secured in money.

Make sure that the request does not turn only into an explanation of how good the idea is. The key outcome is for participants to clearly state what specifically they are asking for, from whom, and why that particular supporter. Also avoid creating the impression that the potential supporter is obliged to help. Part of entrepreneurial action is also the ability to listen to the response, answer questions, adapt the approach and, if necessary, seek another opportunity for support.

Handouts:

Potential Supporters

Local company / business – Can provide financial support, materials, products, services, equipment, space, expertise, or promotion.

Municipality / public institution – Depending on the idea and available opportunities, it may provide space, logistical or institutional support, information, contacts, or other resources.

Civil society or youth organisation – Can contribute knowledge, experience, space, contacts, mentoring, volunteers, or other support.

Foundation / programme – Can provide financial or other support if the idea is aligned with its objectives and conditions.

Individuals and people from the community – Can contribute funds, time, knowledge, materials, contacts, or participation in fundraising or crowdfunding activities.

Media / online media – Can help the idea reach more people and potential supporters.

Professional / expert – Can contribute knowledge, advice, mentoring, or a specific professional service.

Our Request for Support

Our idea: _____

What specifically do we need? _____

Who do we want to ask for support? _____

Why are we approaching this particular person/organisation?

What do we want them to know about our idea? _____

What need or problem does our idea address, and who will benefit from it?

What do we already have, do, or provide ourselves?

What specifically are we asking the supporter for? _____

How will their support contribute to the implementation of the idea?

How will we approach them? _____

At the end, prepare your request in a few sentences:

"We are _____. We are working on an idea through which we want to _____. This is important because

_____. So far, we have already

_____. We would like to ask you for

_____. Your support will help us to

_____."

MODULE 5 – COMMUNICATING YOUR IDEA

Module Overview

Developing a good idea is only one part of the process of turning ideas into action. For an idea or initiative to be understood, to interest other people and to gain support, it is important to **clearly explain what is being proposed, why it is important and what we want to achieve**. The ability to communicate an idea is an important entrepreneurial skill, but also a skill that young people can use in youth initiatives, social activism, education, work and everyday life.

In the previous modules, participants gradually developed their ideas/initiatives – from identifying a need, challenge or opportunity, through developing the idea and planning concrete activities, to considering

resources, the budget and possibilities for securing support. In this module, they use all of their previous work to learn **how to turn the essence of their initiative into a short, clear and convincing message.**

The module focuses on the **pitch – a short and purposeful presentation of an idea or initiative to a specific audience.** A good pitch does not mean saying everything we know about the idea. On the contrary, it requires identifying what is most important, organising the information into a logical flow and making it clear to the audience **what need or challenge we have identified, what we propose to do, who it is important for and what positive change we want to contribute to.**

The same initiative may be presented to different people – peers, citizens, organisations, institutions, potential partners, supporters or donors. Participants therefore learn that good communication does not depend only on **what we want to say**, but also on **who we are speaking to, what matters to that audience and what we want them to understand, remember or do after our presentation.**

However, a clear message is only one part of a successful presentation. The way we speak, the tone and volume of our voice, pace, contact with the audience, body posture and facial expression can influence how others receive our message. Participants therefore explore in practice how **verbal and non-verbal communication** can help an idea be presented more clearly and confidently.

Particular attention is also given to the ability **to listen and respond to others.** Presenting an idea is not one-way communication. Others may ask questions, request additional explanation, notice something the team has not considered or offer a different perspective. Participants therefore learn to answer questions, receive constructive feedback and use it to improve their message and presentation.

The module concludes with a practical presentation of the initiatives that the teams have been developing throughout the previous modules. Instead of competition and selecting the “best” idea or presentation, the emphasis is on **practice, mutual learning and improvement.** Participants try out their pitch, receive questions and feedback, reflect on what they can improve and present their initiative again.

In this way, the module connects the ability **to develop an idea with the ability to communicate that idea and mobilise others around it.** Participants learn that a convincing presentation does not mean “selling” the idea at any cost, but rather being able to clearly demonstrate **what they want to do, why it matters and why others might be interested in, become involved in or support the initiative.**

Why Is This Topic Important?

The findings of the **CYBER Change Needs Assessment** show that young people may face **a lack of self-confidence, fear of judgement and failure, lack of support and uncertainty about how to move from an idea to concrete action.** The ability to explain their idea and discuss it with others can be an important part of overcoming these barriers.

When young people are able to clearly explain **what they are proposing, why their idea is important and what they want to achieve**, they can more easily involve other people, seek support, establish cooperation and advocate for issues that matter to them. At the same time, practical presentation

exercises allow them to gradually develop greater confidence in their own ability to express and advocate for their ideas.

These skills can be applied in different situations – when presenting a youth or civic initiative, talking to an institution or organisation, seeking partnership or support, but also in education, work and entrepreneurship. Therefore, the ability **to communicate an idea clearly, listen to others and adapt one's own message** is an important part of entrepreneurial and active civic engagement.

Learning Outcomes

By the end of the module, participants will be able to:

- identify the most important information for presenting their idea/initiative briefly and clearly;
- structure a pitch that clearly connects the need or challenge, the proposed initiative, the people for whom it is important and the positive change to which they want to contribute;
- adapt their message to different audiences and communication objectives;
- recognise how verbal and non-verbal communication influences the way their message is received;
- present their initiative briefly, clearly and convincingly;
- respond to questions and clarify different aspects of their initiative;
- give and receive constructive peer feedback;
- use feedback and audience reactions to improve their pitch.

Key Entrepreneurial Competences

The module particularly contributes to developing **mobilising others**, as participants learn how to clearly communicate their idea and generate interest in it; **self-awareness and self-efficacy**, through practical presentation and developing greater confidence in expressing their own ideas; and **learning through experience**, through practice, feedback and gradual improvement of the pitch.

These competences help young people not only to have ideas, but also **to share them with others, generate interest, build cooperation and mobilise people and support to turn them into action.**

How Participants Learn

The activities in the module combine **small-group work, practical communication exercises, presentations, role-play, questions and answers, and peer feedback**. Participants continue working on the initiatives they developed in the previous modules and gradually move from structuring their message towards presenting it in practice.

Peer learning plays an important role because, by listening to others, asking questions and exchanging feedback, participants can recognise **what is clear and convincing in their message, what they need to explain further and how they can improve the way they present their initiative.**

SESSION 1 – FROM IDEA TO A CLEAR MESSAGE

Session Overview

When we have an idea or initiative that we know well, we often want to explain many things at once – how it came about, what problem it addresses, what we plan to do, who will be involved and what results we expect. However, when presenting it to others, it is not always necessary, or possible, to provide all the details. It is important to be able to identify the essence and turn it into a short, clear and easily understandable message.

This session helps participants return to the idea/initiative they developed in the previous modules and identify the information that is most important for presenting it. They consider what they want others to understand and remember, who they are speaking to and what they want to achieve through their communication.

Particular attention is given to the audience. The same initiative may be presented to peers, citizens, organisations, institutions, potential partners or supporters, but it does not always have to be presented in the same way. Participants learn that the essence of the initiative remains the same, but the information they emphasise and the way they structure the message can be adapted to the audience and the purpose of the communication.

The session represents the first step towards preparing a pitch – a short and purposeful presentation of an idea or initiative to a specific audience. At this stage, the focus is not on presentation style or on presenting “perfectly”, but on participants knowing what is most important to say and how to connect this information into a clear and logical message.

The guiding question of the session is: How can we clearly explain, in a short amount of time, what our initiative is, why it is important and what we want to achieve?

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use simple and relatable examples from school, youth activities, peer initiatives and activities in the local community. Help participants shorten their message and avoid including too much information at once.

19–24 years: Encourage them to consider how they would present the same initiative to different audiences – other young people, an organisation, a local institution, a partner or a potential supporter – and what they would emphasise in each case.

25–29 years: Include more complex situations in which the initiative needs to be presented to different stakeholders and encourage participants to determine more independently which information is most relevant to the specific audience and purpose.

Learning Outcomes

By the end of the session, participants will be able to:

- identify the most important information about their idea/initiative;
- recognise what is important for the audience to understand and remember;
- adapt the content of the message to the audience and the purpose of the communication;
- organise the most important information into a short and logical structure;
- prepare a first version of a short message about their initiative.

Materials Needed

Flipchart paper, markers, materials previously developed by the teams for their initiatives, and a clock or timer.

Session Flow

Part 1 – Can You Explain It in One Minute? – 15 minutes

Start with the question: “If you met someone now who knows nothing about your initiative and you had only one minute to explain what you want to do – what would you tell them?”

Ask two or three volunteers to briefly try to explain a familiar idea, activity or initiative. At this stage, they do not need to present their team’s initiative. The purpose is to open a discussion about what makes a message easy or difficult to understand.

After each short presentation, ask the others:

- What did you understand?
- What stayed in your memory the most?
- Was there anything missing that you needed in order to understand the idea?
- Was there any information that was not necessary in such a short presentation?

Write the key answers on the flipchart.

Explain that when we know a topic well, we often want to say too much – how the idea came about, what we researched, which activities we planned, how many resources we need and many other details. But the audience does not need to know all of this information immediately.

Emphasise: “A short presentation does not mean saying everything about our initiative in less time. It means choosing what is most important so that the other person understands what we want to do and why it matters.”

Introduce the concept of a pitch and explain that it is a short and purposeful presentation of an idea or initiative to a specific audience. Its purpose may be to generate interest, open a conversation, attract people to the initiative or create an opportunity for further cooperation and support.

Part 2 – Who Are We Speaking to and What Do We Want to Achieve? – 20 minutes

Say: “Before we decide what we are going to say, we need to know who we are speaking to and what we want to achieve with our message.”

Give a simple example. Imagine an initiative through which young people want to encourage greater youth participation in decision-making in their municipality.

Ask: “Would you present this initiative in the same way to other young people and to a representative of the municipality?”

Encourage them to recognise that when speaking to young people they might emphasise why their participation matters and how they can get involved, while when speaking to a representative of the municipality they might emphasise what is currently missing, what they propose and why it is important for the institution to become involved. Explain that the essence of the initiative does not change, but what we emphasise and the way we present it may change.

Ask participants to return to the teams in which they are developing their initiative. On flipchart paper, ask them to answer three questions:

- Who do we want to present our initiative to?
- What is most important for this audience to understand or remember?
- What do we want to happen after our presentation – what do we want the audience to do, think about or become interested in?

Explain that they do not have to choose their “most important audience forever”. For this exercise, they should select one specific audience towards which they will direct their pitch.

After the group work, ask each team to briefly say which audience they selected and what they want to achieve with their message. The other participants may ask a short question or offer an additional suggestion.

Part 3 – What Does Someone Need to Know About Our Initiative? – 25 minutes

Say: “Now we know who we are speaking to and what we want to achieve. The next question is: What do we really need to say for someone to understand our initiative?”

Ask the teams to look at the materials they developed in the previous modules. Emphasise that they should not develop the initiative again. That work has already been done. Now, from all the information they have, they need to identify the essence.

Write the following questions on the flipchart:

- What have we noticed? – What need, problem, challenge or opportunity is the starting point of our initiative?
- Who is it important for? – Which people or groups are affected and why is this issue important to them?
- What do we propose? – What is our initiative and what specifically do we want to do?
- What do we want to contribute to? – What do we want to influence and what positive change do we want to encourage?
- Why is our initiative worth paying attention to? – What makes it important, relevant or valuable to the audience we are addressing?

Ask the teams to write their answers on flipchart paper. Emphasise that the answers should be short and specific, rather than full paragraphs.

Continue with the same example:

- What have we noticed? Young people rarely have an opportunity to directly share their proposals with local institutions.
- Who is it important for? Young people in the municipality, especially those who want to become involved but do not know how.
- What do we propose? To organise a series of youth meetings at which young people will formulate their proposals and discuss them with representatives of the municipality.
- What do we want to contribute to? Greater awareness, involvement and participation of young people in issues that affect them.
- Why is it important? Because decisions concerning young people are better when their experiences and views are heard.

Once the teams have finished, ask them to look at what they have written and ask themselves: “If we can say only a few things, what from this really needs to remain?”

Emphasise that this is the essence of the pitch: making a choice between what is important and what can be explained later if the audience shows interest or asks a question.

Part 4 – Putting Our Message Together – 25 minutes

Explain that the teams will now connect the information they have selected into the first short version of their pitch.

Write the following structure on the flipchart:

- We have noticed that...
- This is important for...
- Therefore, we propose...
- Through this, we want to influence/contribute to...
- This is important because...

Emphasise that this is not a text that they have to read mechanically or memorise. The structure serves as a tool to help them check whether their message has a logical flow. Ask the teams to put together their message and then have one team member read it aloud to the other members.

Ask them three questions to check it:

- Is it immediately clear what we want to do?
- Is it clear why this is important?
- Is there anything we can remove without losing the essence?

Ask the teams to shorten and improve the message if necessary. Remind them that the purpose is not to create a “perfect pitch” in this session. In the following sessions, they will work on how they deliver the message, try it out in front of an audience, receive questions and feedback, and improve it again.

Part 5 – Reflection and Closing – 5 minutes

Bring the participants together in plenary and ask:

- What was more difficult – deciding what to say or what to leave out?
- What changed when you started thinking about who you were delivering the message to?
- What do you think makes a short message clear and easy to remember?

Finish with the message: “A good pitch does not begin with the question: How can we say everything about our initiative? It begins with the question: What is most important for this audience to understand and remember?”

Explain that in the next session they will move from what we say to how we say it and explore how voice, pace, body language, contact with the audience and the way of presenting can strengthen their message.

SESSION 2 – SAY IT SO OTHERS WILL LISTEN

Session Overview

A clear and well-structured message is an important foundation for successfully presenting an idea or initiative, but the way we deliver the message also influences how it will be heard and understood. Voice, speaking pace, pauses, contact with the audience, body posture, movements and facial expressions can strengthen the message, but they can also distract from it.

Building on the short message they prepared in the previous session, participants now shift their attention from what they say to how they say it. Through practical activities, they explore how the same message can be experienced differently depending on how it is presented and how verbal and non-verbal communication can be aligned to make the message clearer and easier to follow.

The session also allows them to reflect on nervousness and insecurity when speaking in front of others and to try simple approaches that can help them when presenting. The aim is not to establish one “correct” style of public speaking or for all participants to present in the same way. On the contrary, they are encouraged to develop a way of communicating that is natural, clear and appropriate for them, while at the same time helping the audience follow and understand the message.

Through practice and peer feedback, participants have an opportunity to recognise what already works well in the way they present and what they can further improve. In this way, the session prepares them for the next step – presenting the full pitch for their initiative to an audience, answering questions and further improving it.

The guiding question of the session is: How does the way we deliver our message influence how others hear and understand it?

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Use short, simple and fun exercises for voice, pace and body language, and create space for participants to practise first in smaller groups. Avoid putting pressure on every participant to present individually in front of the whole group.

19–24 years: Connect the exercises with situations in which young people may present their ideas to peers, youth organisations, local institutions, partners or potential supporters. Encourage them to experiment with different ways of presenting and recognise which feels most natural to them.

25–29 years: Include situations that are closer to professional, civic and entrepreneurial contexts and pay greater attention to adapting the way of communicating to different audiences and situations.

Learning Outcomes

By the end of the session, participants will be able to:

- recognise how voice, pace and pauses influence the clarity of a message;
- recognise how body language and contact with the audience influence a presentation;
- align verbal and non-verbal communication;
- identify simple ways of dealing with nervousness and insecurity when presenting;
- try different ways of presenting the message about their initiative;
- give and use constructive peer feedback on presentation style.

Materials Needed

Flipchart paper, markers, the short messages that the teams prepared in the previous session, and a clock or timer.

Session Flow

Part 1 – Same Words, Different Message – 15 minutes

Begin with a short demonstration. Choose a simple sentence, for example: “We have an idea that could help young people become more involved in their community.”

Say the same sentence several times in different ways: very quietly, too quickly, monotonously and without looking at the audience, and then clearly, at an appropriate pace and with contact with the audience.

Ask: “Were the words the same?”, “Did you experience the message in the same way each time?”, “What changed?”

Write the answers on the flipchart. Guide the discussion towards voice, pace, pauses, contact with the audience, body posture, movements and facial expression.

Explain: “In the previous session, we worked on what we want to say, and now we will work on how we say it. Even a very good message can be difficult to follow if we say it too quickly, too quietly or without contact with the people we are addressing.”

Emphasise that the aim is not for everyone to speak or move in the same way. Different people have different communication styles. What matters is that the way of presenting helps others easily follow and understand the message.

Part 2 – What Do the Words Say and What Does the Body Say? – 20 minutes

Explain that when we communicate, the audience does not only listen to our words. They also notice the way we stand, where we look, how we use our voice, what we do with our hands and what our facial expression is like.

Ask for two volunteers. Quietly instruct one of them to say a short positive sentence, for example: “I am really glad to be here today,” but to say it with a closed posture, without contact with the audience and in an uninterested tone.

Ask the other volunteer to say the same sentence naturally, with an appropriate tone and open posture.

Ask the group: “Whom did you believe more?”, “What made the difference if the words were the same?”, “What happens when the words say one thing but the voice or body says something else?”

Then write on the flipchart:

Voice: volume, clarity, pace, tone, pauses.

Body: posture, movements, gestures, facial expression.

Contact with the audience: eye contact, attention to reactions, presence.

Encourage a short discussion about each element. Instead of giving strict rules about “how you must stand” or “where you must look”, ask: “What helps the listener follow you?”, “What can distract attention from the message?”, “How can we show that we are talking to the audience rather than simply reciting a memorised text?”

Emphasise that good non-verbal communication should be natural and aligned with the message, rather than rehearsed to the point where it looks unnatural.

Part 3 – How Does Our Message Sound? – 25 minutes

Ask participants to return to their teams and take the short message about their initiative that they prepared in the previous session.

Explain that they will not change the content again at this point, but will experiment with the way they present it.

Ask one member of the team to present the message to the other members. Then ask the team to discuss:

- Was the speech clear and loud enough?
- Did the pace make the message easy to follow?

- Where would a short pause help?
- Did the presenter have contact with the listeners?
- Did the body language support the message or distract from it?
- What made you listen to the presenter most attentively?

Then ask another member of the team to present the same message. Ask the teams to notice how the same content can naturally sound different when presented by different people.

If time allows, let more team members try.

Emphasise: “We are not looking for one correct way of presenting. We are looking for a way in which your message will be clear, natural and easy to follow.”

Part 4 – What Do We Do When We Feel Nervous? – 15 minutes

Ask the group: “What usually happens when we have to speak in front of other people, especially when it is important to us to present ourselves well?”

Allow participants to share examples: speaking too quickly, forgetting what they wanted to say, speaking quietly, looking at the floor, becoming stiff, making nervous movements or feeling that “they will not succeed”.

Emphasise that nervousness is a common reaction to public speaking and that the goal is not always for it to disappear completely, but to learn how to continue communicating even when we feel it.

Ask the question: “What can help us?”

Write the suggestions on the flipchart and add where necessary: knowing well what we want to say; practising the message aloud; not memorising an entire text; using a few key words as reminders; speaking a little more slowly; taking a short pause when needed; breathing calmly before starting; focusing attention on the message and the audience rather than on whether we are “perfect”.

Ask: “What if we forget one sentence?”

Emphasise that the audience usually does not know exactly what we planned to say. If the presenter knows the essence of the message, they can continue in their own words.

Finish this part with: “The goal is not to sound as though we have memorised a text. The goal is to understand our initiative well enough to be able to talk about it naturally.”

Part 5 – Try, Hear Feedback, Try Again – 10 minutes

Ask the teams to select one member who will present the team’s short message again.

This time, ask the others to give feedback through two questions:

- What about the way the message was presented helped make it clear and convincing?
- What could be done a little differently next time?

Remind them that the feedback should be specific and useful. Instead of “it was good” or “it was not convincing enough”, they could say, for example:

“When you spoke more slowly, I could follow the idea more easily.”

or:

“When you read the whole text, you had less contact with us; perhaps next time use only a few key words.”

After the feedback, ask the presenter to deliver the message once again, trying to apply one or two specific suggestions.

Emphasise that this is how confidence in presenting develops: through trying, receiving feedback and trying again, rather than expecting the first attempt to be perfect.

Part 6 – Reflection and Closing – 5 minutes

Bring participants together in plenary and ask:

- What had the greatest influence on how the message was received?
- What did you notice about yourself when you said the message aloud?
- What is one thing you want to keep in mind the next time you present?

Finish with the message: “People do not only hear our idea – they also experience the way we share it. When we know what we want to say, speak clearly and naturally, and stay connected with the audience, we help our message reach others.”

Explain that in the next session the teams will connect the content of the pitch and the way it is presented: they will present their initiative to others, answer questions, receive peer feedback and improve their pitch before presenting it again.

SESSION 3 – PITCH, QUESTION, IMPROVE

Session Overview

Presenting an idea or initiative does not end when we deliver the prepared message. When we speak in front of other people, they may ask questions, request additional explanation or notice something that

was clear to us but was not communicated clearly enough to the audience. These reactions can help us better understand our own message and improve the way we present it.

This session connects the knowledge and skills developed in the previous two sessions. Participants use the message structure they prepared in the first session and the principles of verbal and non-verbal communication they practised in the second to present in practice the initiative they have been developing throughout the manual.

The teams present their short pitch to the other participants and then answer questions and receive constructive peer feedback. The questions are not intended to “test” the team or look for mistakes, but to show what the audience understood, what they found interesting and what needs further clarification. At the same time, participants practise careful listening, answering questions and explaining the reasoning behind their choices.

An important part of the session is improvement through experience. After the first presentation, the teams review the questions and feedback they received, decide what would be useful to change and prepare an improved version of their pitch. In this way, they directly go through the process of try – listen – reflect – improve – try again.

The focus is not on competition, ranking or selecting the “best” initiative or presentation. Instead, each team follows its own progress between the first and improved version of the pitch, while participants learn from one another by asking questions, observing different presentation styles and exchanging constructive feedback.

The guiding question of the session is: Can we clearly and convincingly present and explain our initiative when others start asking questions?

Duration: 90 minutes

Recommended group size: 12–25 participants

Recommended age: 15–29 years

Adaptation by Age

15–18 years: Create a supportive atmosphere and emphasise that questions and feedback are intended to help improve the presentation, not to evaluate it. Use simpler questions and give teams enough time to agree on how they will respond. If necessary, the pitch can be presented by several members together.

19–24 years: Encourage participants to ask questions from the perspective of different audiences – other young people, citizens, organisations, institutions, partners or potential supporters – and to consider how their questions and reactions can help improve the pitch.

25–29 years: Include more realistic situations involving presentations to different stakeholders and encourage participants to respond more independently to more critical or unexpected questions, explain their choices and decide which feedback is relevant for improving their presentation.

Learning Outcomes

By the end of the session, participants will be able to:

- prepare and present a short and structured pitch for their idea/initiative;
- apply the principles of clear verbal and non-verbal communication;
- listen to, understand and answer questions from the audience;
- recognise which parts of their message are clear and which require further clarification;
- give and receive specific and constructive peer feedback;
- assess which feedback is useful for improving their pitch;
- improve their pitch based on questions, reactions and feedback from the audience;
- present and explain their initiative to others with greater confidence.

Materials Needed

Flipchart paper, markers, materials prepared by the teams in the previous sessions, paper and pens for notes, and a clock or timer.

Session Flow

Part 1 – Preparing for the First Pitch – 15 minutes

Remind participants that in the previous two sessions they first worked on the content of their message and then on the way they present it. In this session, they will bring the two together and try out their pitch in front of a real audience.

Say: “So far, you have had time to decide what is most important to say and to practise how you will say it. But when we present our initiative to other people, we cannot know in advance how they will understand it and what they will want to know more about. That is why we are now going to test our pitch in front of an audience.”

Ask the teams to return to the pitch they developed in the previous sessions and make one final brief check.

Write on the flipchart:

- Is it clear which need, problem or challenge we have identified?

- Is it clear who this is important for?
- Is it clear what we propose to do?
- Is it clear what we want to influence and what positive change we want to contribute to?
- Is it clear why our initiative is important to the audience we are addressing?

Ask the teams to decide which member or members will present the pitch. Emphasise that it may be presented by one or several members, but the presentation should sound like one connected message, rather than several separate parts.

Set a duration of approximately 2 minutes for each pitch.

Emphasise that they should not memorise an entire text. They can use a few key words as reminders, but the aim is to talk to the audience rather than read a text to them.

Part 2 – First Round: Pitch and Questions – 25 minutes

Explain that each team will have up to 2 minutes for the pitch, followed by approximately 2–3 minutes for questions from the audience. Invite the first team to present its initiative. After the presentation, open the floor for questions from the other participants.

Encourage them to ask questions that the audience the team is addressing might genuinely ask, for example:

- Why do you think this is important?
- How do you know that this need exists?
- Who specifically will be involved?
- What exactly are you planning to do?
- How do you expect this to affect the people for whom the initiative is intended?
- Who else could help you?
- What would you do if something did not go according to plan?

Explain that the purpose of the questions is not to “catch” the presenters making a mistake, but to help them see what the audience wants to understand better.

Encourage team members to listen carefully to the question before answering. If they do not understand it, they can ask for clarification.

Also emphasise that they do not need to have an answer to every question. If there is something they do not yet know, it is perfectly acceptable to say:

“We still need to check that.” or: “We do not yet have a final answer to this, but it is an important question that we need to consider further.”

Continue until all teams have delivered their first pitch.

Part 3 – What Did We Hear? Peer Feedback – 15 minutes

After the first round, explain that each team will now receive brief feedback from the other participants.

Write three questions on the flipchart:

- What was clearest and strongest in the pitch?
- What did we, as the audience, want to understand better?
- What one specific change could make the pitch even clearer or more convincing?

Remind participants that feedback should be specific, constructive and focused on the message and presentation, rather than on the person presenting.

For example, instead of: “It wasn’t interesting enough.” they could say: “It wasn’t completely clear to me what exactly you are going to do; it would help if you explained that earlier in the presentation.”

Instead of: “You presented well.” they could say: “At the beginning, you immediately explained the problem, and that helped me understand why the initiative is important.”

Emphasise that the questions they received are also a form of feedback. If several people asked a similar question, this may be a sign that a particular part of the pitch needs to be clearer.

Part 4 – Improve the Pitch – 15 minutes

Ask the teams to come together again and review the questions and feedback they received.

Write on the flipchart:

- What will we keep?
- What do we need to clarify?
- What can we shorten or leave out?
- What do we need to emphasise more?
- What will we change in the way we present?

Explain that they should not automatically accept every suggestion. Feedback is information that they need to consider and decide whether and how it can help them communicate their message better.

Encourage them to make only changes that genuinely improve the clarity and logic of the pitch.

Say: “The aim is not for the second pitch to be completely new. The aim is for it to be a better version of the same pitch.”

Give them time to make the changes and briefly practise the new version within the team.

Part 5 – Second Round: Pitch Again – 15 minutes

Invite the teams to present their pitch again. Once again, limit the time to approximately 2 minutes per team. This time, it is not necessary to have another full round of questions after each presentation. Instead, after the pitch, ask the audience one short question: “What was clearer or stronger this time?”

Encourage participants to notice what changed between the first and second versions – in the structure, choice of information, clarity, way of speaking or contact with the audience. Do not compare the teams with one another and do not rank the presentations. The focus is on each team’s progress in relation to its own first version.

Part 6 – Reflection and Closing – 5 minutes

Bring participants together in plenary and ask:

- What did you learn from the questions the audience asked you?
- What did you change after the feedback and why?
- Was the second pitch easier for you than the first?
- What would you do differently if tomorrow you had to present the initiative to a real partner, institution or group of young people?

Remind them that a pitch is not something that is written once and then remains unchanged. It can change depending on the audience, the situation, the time we have available and what we learn about our initiative.

Finish with the message: “A good pitch is not one that never changes. It becomes better when we try it out, listen to other people’s questions, learn from their reactions and improve our message. Being able to present an idea clearly is important, but it is equally important to be able to listen, clarify and respond when others want to know more.”

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The development of this Manual was informed by and drew on a range of existing training materials, curricula and practical resources in the fields of entrepreneurship education, social and financial education, peer learning and youth work. The key resources consulted during the development of the Manual are listed below.

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