



Co-funded by the
European Union

NON-FORMAL TOOLKIT OF MAPS ENTREPRENEURSHIP

2022-2-ES02-KA220-YOU-000102299



MAP4N



THE AGRIPRENEURSHIP MAPS FOR NEET

map4nproject@gmail.com



'Non-Formal Toolkit of MAPs Entrepreneurship' - The Agriprenurship! MAPs for NEETs - 'MAP4N' project by Academia Barcelona, Yıldız Technical University, The Polish Farm Advisory and Training Centre, Consortium Center for Forest Science and Technology of Catalonia and Academy of Applied Technical Studies Belgrade is marked with CC0 1.0 Universal. To view a copy of this license, visit <https://creativecommons.org/publicdomain/zero/1.0/>



Co-funded by the
European Union



Co-funded by the Erasmus+ Program of the European Union. European Commission and Spanish National Agency for Youth cannot be held responsible for any use which may be made of the information contained therein.

This resource has been prepared under the Erasmus+ Programme and the entire content is freely accessible to everyone and can be used freely. The purpose of this resource is to disseminate knowledge and benefit the community. By using and promoting this resource responsibly and ethically,



THE ACADEMY
OF APPLIED STUDIES
POLYTECHNIC



TABLE OF CONTENT

INTRODUCTION

CHAPTER – 1 FORMAL TRAINING

1.1-MODELS OF AGRICULTURAL BUSINESSES AND MAPS SECTOR

1.1.1-MODELS OF AGRICULTURAL BUSINESSES

1.1.2-MAPS SECTOR

2-DECISION-MAKING PROCEDURES

3.HOW TO START AN AGRI-BUSINESS FROM SCRATCH

3.1.MARKET RESEARCH AND FEASIBILITY STUDY

3.2.DEFINE YOUR BUSINESS OBJECTIVES AND GOALS

3.3. SELECTING THE RIGHT AGRI-BUSINESS MODEL

3.4.FINANCIAL PLANNING AND BUDGETING

4.MARKETING AND NEGOTIATIONS

4.1. UNDERSTANDING THE ROLE OF MARKETING IN AGRICULTURE

4.2. THE IMPORTANCE OF NEGOTIATIONS IN AGRICULTURAL TRANSACTIONS

4.3. TIPS FOR EFFECTIVE MARKETING AND NEGOTIATIONS IN AGRICULTURE

4.4.THE SYNERGY OF MARKETING AND NEGOTIATIONS

5.EXPORT & IMPORT

5.1. AGRICULTURAL EXPORT

5.2. AGRICULTURAL IMPORT

5.3. THE OPPORTUNITIES AND CHALLENGES

6.ACCESS TO NATIONAL AND INTERNATIONAL FUNDS

6.1. ACCESS TO NATIONAL FUNDS

6.2. ACCESS TO INTERNATIONAL FUNDS

7.SCALE-UP THE BUSINESS

8.DIGITAL OPPORTUNITIES

8.1. ONLINE LEARNING PLATFORMS

8.2. MOBILE APPLICATIONS

8.3. SOCIAL MEDIA AND ONLINE COMMUNITIES

8.4. DIGITAL MARKETING AND E-COMMERCE

8.5. AGRICULTURAL APPS AND IOT DEVICES

8.6. DIGITAL SUSTAINABILITY PRACTICES

CHAPTER – 2 NON-FORMAL ACTIVITIES

A- COMMUNICATION

B- INTERPERSONAL SKILLS

C-TEAMWORK

D-ADAPTABILITY

E-CREATIVITY

F-WORK ETHIC

G-ENTREPRENEURSHIP

H-BUSINESS MODEL

I-DESIGN THINKING

J-SALES STRATEGIES FOR STARTUPS

K-SWOT ANALYSIS

INTRODUCTION

The toolkit consists of both formal pieces of training on MAPs production and non-formal activities on MAPs entrepreneurship. The aim of the toolkit is to increase the agricultural entrepreneurship spirit and equip young people with the necessary soft skills and sector knowledge.

The number of NEETs is increasing day after day, and problems of unemployment arise. In the era of information and communication, transversal/soft skills gain more importance, as it is not enough to have expertise in only one field due to sectors being nested into each other. In our case, drawing young unemployed people's attention and showing them the opportunities that the agricultural sector provides, such as MAPs production, can only be possible with the presentation of entrepreneurship.

The existing materials concern only with entrepreneurship; they lack the specific aspect. Hence, their impact on the sector is limited. There is a need to create a specific entrepreneurship training that includes aspects of "MAPs entrepreneurship" to increase this impact.

There is a common misbelief that the agricultural sector is not profitable. To break down prejudices like this, an entrepreneurial perspective should be developed, and young people's attention should be attracted.



In order to do so, the NEETs should be provided with effective learning materials and be guided by youth workers. Besides, Adding the NEETs to this equation and make the best use of it has not come across often. There are several programs for NEETs that enable them to gain competence in agriculture or entrepreneurship; yet, a combination of the two is not common.

The possible success of this combination will pave the way for more innovative approaches. Moreover, nonformal activities on "MAPs entrepreneurship" have not been produced before. Innovative non-formal activities will newly be produced through this output.



Co-funded by
the European Union

CHAPTER – 1

FORMAL TRAINING

2022-2-ES02-KA220-YOU-000102299



MAP4N

THE AGRIPRENEURSHIP MAPS FOR NEET





1- MODELS OF AGRICULTURAL BUSINESSES AND MAPS SECTOR

1. MODELS OF AGRICULTURAL BUSINESSES

Agricultural businesses refer to enterprises involved in various activities related to farming and agricultural production. These businesses can vary widely based on their scope, scale, and specialization. Here are some common models of agricultural businesses:

A. FAMILY FARMS

Family farms are owned and operated by a single family or a small group of individuals. They are often small to medium in size and rely on traditional farming methods. Family farms are common in many parts of the world and play a significant role in local and regional food production.

B. CORPORATE FARMS

Corporate farms are large-scale agricultural businesses owned and operated by corporations or agribusiness companies. They utilize modern farming technologies, economies of scale, and efficient management practices. Corporate farms often focus on specific crops or livestock and may have a more commercial orientation.



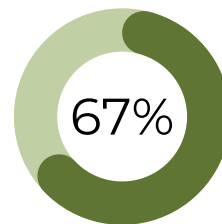
C. COOPERATIVE FARMS

Cooperative farms are collective farming enterprises where farmers pool their resources and work together to maximize efficiency and profitability. Cooperative farming allows small farmers to access shared resources, such as machinery, bulk purchasing, and marketing services, which they might not afford individually.



D. CONTRACT FARMING

In contract farming, farmers enter into agreements with agribusiness companies or processors to produce a specific crop or livestock based on pre-determined terms and conditions. The company provides the necessary inputs, technical support, and marketing assistance, and the farmers grow the crops or raise the livestock according to the company's requirements.



COOPERATIVE FARMS



CONTRACT FARMING

Contract farming often involves risk-sharing between the farmers and the agribusiness. For instance, if the crop fails due to natural disasters or other unforeseen circumstances, the agribusiness may bear some of the losses, depending on the terms of the contract.

Agribusiness companies typically set specific quality standards for the produce. This ensures that the end product meets the required market specifications and can access premium markets.

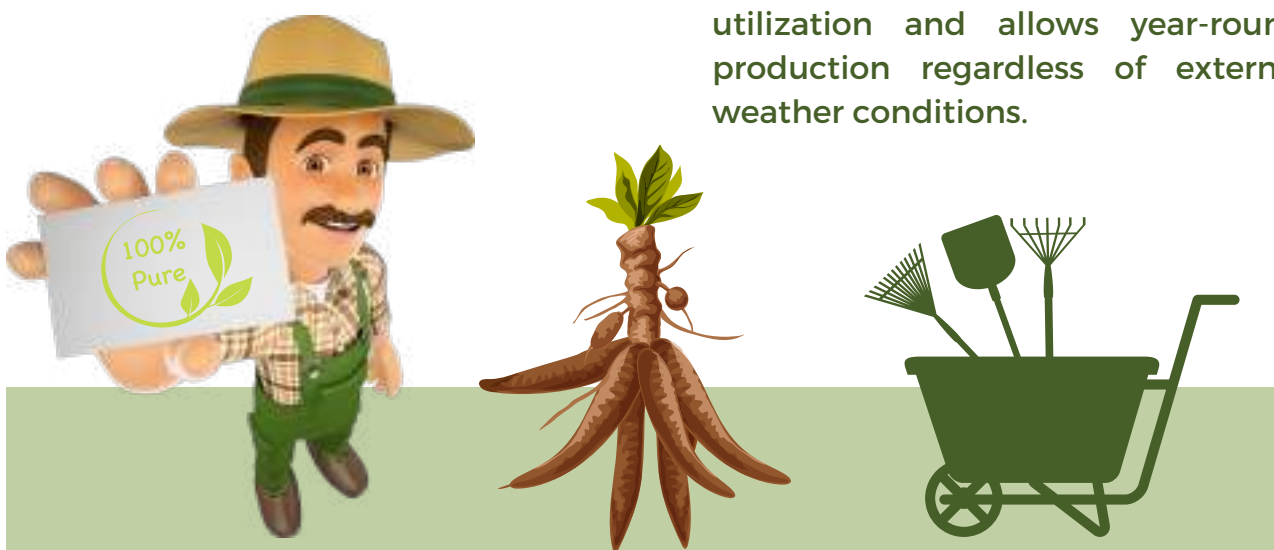
E. ORGANIC FARMS

Organic farming is a type of agricultural practice that focuses on producing food and other agricultural products using natural and sustainable methods. It avoids the use of synthetic chemicals, genetically modified organisms (GMOs), and artificial inputs. Organic farmers prioritize soil health, biodiversity, and animal welfare, aiming to work in harmony with nature while promoting environmental conservation and sustainable resource management. Organic farming is certified by relevant authorities to ensure compliance with organic standards, providing consumers with confidence in the authenticity and quality of organic products. It offers health benefits, reduces chemical exposure, conserves natural resources, and contributes to long-term agricultural sustainability.



F. VERTICAL FARMING

Vertical farming is an innovative model that involves growing crops in stacked layers or vertically inclined surfaces, often in controlled environments such as indoor hydroponic or aeroponic systems. This approach maximizes space utilization and allows year-round production regardless of external weather conditions.





Permaculture: Permaculture is a design philosophy and system that aims to create sustainable and self-sufficient human habitats while imitating the patterns and relationships found in natural ecosystems. It stands for "permanent agriculture" or "permanent culture." Permaculture principles focus on using resources efficiently, minimizing waste, and promoting ecological balance. Permaculture designs often include elements such as edible landscaping, organic gardening, water harvesting, renewable energy systems, and integrated waste management. It emphasizes the importance of observing and understanding nature's patterns to create resilient and regenerative human environments. Permaculture is applicable to various settings, from small urban gardens to large rural farms, and it encourages community engagement and cooperation.

G. AGROFORESTRY AND PERMACULTURE

Agroforestry integrates trees and shrubs with crops and livestock, creating sustainable and resilient farming systems. Permaculture follows similar principles, emphasizing sustainable design and ecological balance, while minimizing waste and external inputs.

Agroforestry: Agroforestry is a sustainable land use system that combines agriculture with the cultivation of trees and shrubs on the same piece of land. It involves the intentional integration of trees or woody perennials with crops and/or livestock, creating a diverse and productive ecosystem. Agroforestry practices can take various forms, such as alley cropping (planting rows of trees along crop fields), silvopasture (integrating trees with livestock grazing), and forest farming (cultivating crops under a forest canopy). Agroforestry provides multiple benefits, including increased biodiversity, improved soil health, enhanced climate resilience, and diversified income streams for farmers.



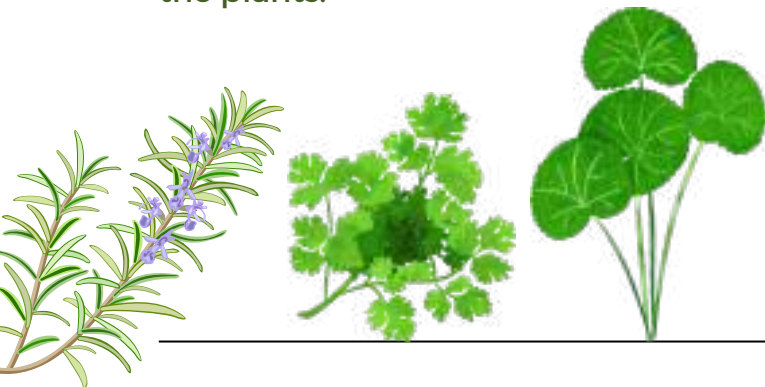


2. MAPS SECTOR:

MAPs stands for "Medicinal and Aromatic Plants." The MAPs sector is concerned with the cultivation, harvesting, processing, and marketing of plants that have medicinal, aromatic, or culinary value. These plants are often used in the production of herbal medicines, essential oils, natural cosmetics, and culinary herbs. The MAPs sector has gained significant importance due to increasing global interest in natural remedies and wellness products. Here are some key aspects of the MAPs sector

A. CULTIVATION AND HARVESTING:

Farmers and growers cultivate MAPs either through conventional farming or in specialized medicinal plant nurseries. Harvesting practices need to be carefully managed to ensure the highest quality and potency of the plants.



MAP4N

B. PROCESSING AND VALUE-ADDED PRODUCTS:

Natural and medicinal aromatic plants are plants that are used in the treatment of various diseases or have properties that support human health. Processing these plants and creating value-added products aims to extract valuable components used in the medical and cosmetic industries and maximize the health and beauty benefits of these plants.



THE PROCESSING AND VALUE-ADDED PRODUCT CREATION MAY INVOLVE THE FOLLOWING STEPS:

Harvesting and Collection: Medicinal and aromatic plants should be harvested at the right time when their active compounds are at their peak. Proper harvesting methods ensure quality and yield.

Drying: Harvested plants are dried to reduce their moisture content. Drying increases their shelf life and prevents spoilage, allowing for longer storage.

Grinding and Extracting: Dried plants can be ground into powder or used for extracting active compounds. These steps facilitate the extraction of the active components present in the plants.

Component Separation: Active components in the plants are separated and purified through chemical and physical processes. This step is crucial for obtaining high-quality and effective end-products.

Formulation and Product Development: The active components can be used in formulating medicines, cosmetic products, health supplements, and other medical items. The right combinations and dosages are essential to maximize the benefits of the plants.

Quality Control and Certification: Processed products undergo quality control checks, and appropriate certification processes verify that the products meet quality standards.



C. REGULATION AND QUALITY CONTROL:

The MAPs sector is subject to strict regulations to ensure product safety and efficacy. Quality control measures are essential to maintain the potency and authenticity of herbal products.

The Regulation and Quality Control of the Medicinal and Aromatic Plants (MAPs) sector involve various measures and standards to ensure the safety, efficacy, and quality of MAP products, as well as to manage their sustainable utilization. These regulations and control mechanisms are put in place to protect consumers, promote fair trade, and safeguard the environment.



D. MARKETING AND EXPORT:

Marketing and export in the medicinal and aromatic plants (MAPs) sector can be a promising venture, given the increasing global demand for natural and plant-based products. Medicinal and aromatic plants have been used for centuries for their therapeutic and aromatic properties, making them valuable commodities in various industries, including pharmaceuticals, cosmetics, food, and beverages.



Quality and Certification: Ensure that the MAPs you are dealing with are of high quality and meet international standards. Obtaining certifications such as Good Agricultural and Collection Practices (GACP), Good Manufacturing Practices (GMP), or organic certifications can enhance the marketability of your products.

Market Research: Conduct thorough market research to identify potential target markets and customers. Analyze the demand, current trends, and competition in different regions to determine the most suitable markets for your products.

Distribution Channels: Establish strong distribution channels to reach your target markets efficiently. This may include partnerships with local distributors, wholesalers, or retailers, or even setting up your own distribution network.

Compliance and Regulations: Be aware of the specific regulations and import/export requirements for MAPs in different countries. Non-compliance with these regulations can lead to delays or rejections at customs.

Cultural Considerations: Be sensitive to cultural differences and preferences, especially when exporting to international markets. Customizing products to suit local tastes and preferences can boost acceptance.

Branding and Packaging: Create a strong brand identity for your products, highlighting their uniqueness and quality. Eye-catching and informative packaging can play a crucial role in attracting customers, both in domestic and international markets.



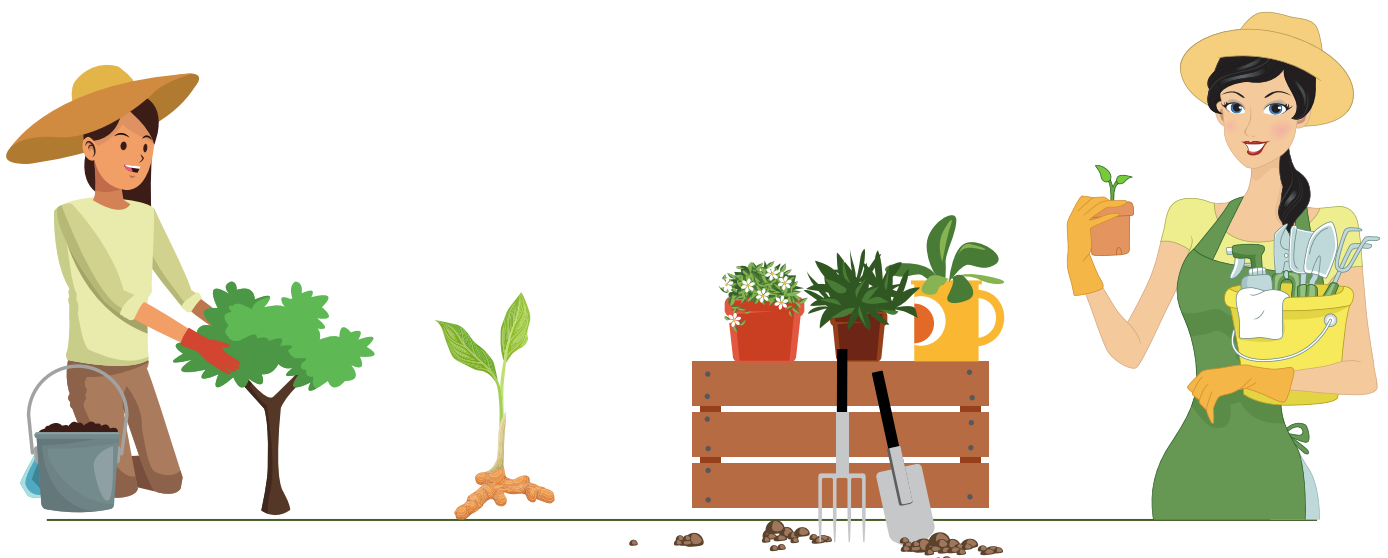


Trade Shows and Exhibitions: Participate in relevant international trade shows and exhibitions to showcase your products, network with potential buyers, and stay updated on industry trends.

Market Entry Strategies: Decide on the appropriate market entry strategy. It could be direct exporting, partnering with local distributors, or setting up subsidiary companies in target markets.

E-commerce and Online Marketing: Utilize e-commerce platforms and online marketing to reach a wider audience and increase your market visibility.

Sustainability and Responsible Sourcing: Promote sustainable practices in cultivation and sourcing of MAPs. Many consumers are increasingly conscious of the environmental and ethical aspects of the products they purchase.





Market Segmentation: Consider segmenting your products for different markets. For example, essential oils and aromatherapy products may have different target audiences compared to herbal supplements or teas.

Export Documentation and Logistics: Familiarize yourself with export documentation requirements and shipping logistics. Efficient handling of paperwork and shipping can ensure timely deliveries and customer satisfaction.



Remember, successful marketing and export in the MAPs sector require a combination of quality products, effective marketing strategies, compliance with regulations, and adaptability to different market demands. It's crucial to stay informed about industry trends and consumer preferences to make informed business decisions.

E. RESEARCH AND DEVELOPMENT:

Ongoing research on the medicinal and aromatic properties of plants drives innovation in the MAPs sector. Identifying new applications and potential health benefits of these plants is essential for industry growth.

Research and development (R&D) in the field of medical aromatic plants is crucial for unlocking their full potential and expanding their applications in medicine, wellness, and various industries. Here are some key areas where R&D plays a significant role in this field:



Phytochemical Analysis:

Research aims to identify and isolate the active compounds present in medicinal aromatic plants. Understanding the chemical composition helps in determining their therapeutic properties and potential applications.

Pharmacological Studies:

R&D involves investigating the biological activities of medical aromatic plant extracts or isolated compounds. These studies help to determine their efficacy, safety, and potential interactions with other drugs.





Medicinal Properties and Therapeutic Potential:

Scientists conduct studies to explore the medicinal properties of aromatic plants, seeking potential treatments for various health conditions. This may include antimicrobial, anti-inflammatory, antioxidant, analgesic, and other bioactivities.

Formulation Development: Researchers work on developing formulations such as creams, ointments, syrups, or capsules to enhance the delivery and bioavailability of medicinal aromatic plant extracts or compounds.

Clinical Trials: Involving human subjects, clinical trials assess the safety and effectiveness of medical aromatic plant-based treatments. These trials are essential to validate the therapeutic claims and obtain regulatory approvals.

Pharmaceutical Industry Applications: R&D efforts explore the potential of medical aromatic plants for use in pharmaceuticals, leading to the development of new drugs or complementary therapies.

Cosmetics and Personal Care

Products: Research investigates the potential use of aromatic plant extracts in cosmetics, skincare, and personal care products due to their beneficial properties and appealing scents.

Aromatherapy and Wellness: Studies explore the effects of aromatic plant essential oils on mental and emotional well-being, leading to the development of aromatherapy practices.

Crop Improvement and Cultivation

Techniques: R&D aims to enhance the cultivation methods of medicinal aromatic plants, improving yield, quality, and sustainability.

Genetic Studies and Breeding

Programs: Genetic research helps in identifying and characterizing the genes responsible for the production of active compounds in aromatic plants. Breeding programs can then be initiated to develop high-yielding and potent varieties.

Adulteration and Quality Control:

Research focuses on developing methods to detect adulteration in aromatic plant products and ensuring their quality and authenticity.

Bioinformatics and Data Analysis:

Computational tools and bioinformatics are used to analyze large datasets related to medical aromatic plants, aiding in the discovery of new compounds and predicting their properties.

Collaboration between researchers, botanists, pharmacologists, chemists, and industry stakeholders is vital for advancing R&D in the field of medical aromatic plants. This interdisciplinary approach will lead to the development of innovative products and therapies that benefit both human health and various industries.

F. SUSTAINABILITY AND CONSERVATION:

Sustainability and conservation play a critical role in the field of medical aromatic plants to ensure their long-term availability, protect biodiversity, and support the livelihoods of communities involved in their cultivation and harvesting. Here are some key aspects related to sustainability and conservation in this field.

Cultivation Practices: Promote sustainable cultivation practices that minimize environmental impact. This includes using organic farming methods, crop rotation, and integrated pest management to reduce the use of chemical inputs.

Wild-Harvesting and Collection: If aromatic plants are sourced from the wild, implement sustainable harvesting practices to avoid overexploitation. Encourage responsible collection and harvesting, adhering to guidelines that ensure the regeneration of plant populations.

Biodiversity Conservation: Identify and protect areas with high biodiversity, including regions where medical aromatic plants are naturally found. Conservation efforts should aim to preserve the native habitats and ecosystems that support these plants.



Ethical Sourcing and Fair Trade: Promote ethical sourcing of medicinal aromatic plants by ensuring fair compensation for local communities and small-scale farmers. Encourage the use of fair trade practices to support sustainable livelihoods.

CITES Compliance: For aromatic plant species listed under the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), ensure compliance with regulations to prevent illegal trade and protect threatened species.



By prioritizing sustainability and conservation in the field of medical aromatic plants, we can protect the environment, preserve biodiversity, and ensure a sustainable supply of these valuable resources for future generations. This approach also contributes to the well-being of local communities and supports the responsible growth of industries reliant on these plant species.



Raising Awareness: Educate local communities, farmers, and stakeholders about the importance of sustainable practices and the value of conserving medicinal aromatic plants.

Reforestation and Habitat Restoration: Support reforestation efforts and restoration of degraded habitats to create conducive environments for the growth of aromatic plant species.

Seed Banks and Germplasm Preservation: Establish seed banks and germplasm preservation facilities to conserve the genetic diversity of medicinal aromatic plants for future generations.

Certification and Labeling: Encourage the use of sustainability certifications and eco-labels to distinguish products sourced from sustainable and responsibly managed sources.

Research and Monitoring: Invest in research to monitor the status and population trends of medicinal aromatic plant species. This helps identify any decline in populations and facilitates timely conservation actions.

Community Engagement: Involve local communities in conservation efforts, considering their traditional knowledge and practices related to medicinal aromatic plants.

Industry Collaboration: Encourage collaboration between industries, governments, NGOs, and local communities to develop sustainable supply chains and practices.

Climate Change Resilience: Assess the impact of climate change on medicinal aromatic plant populations and implement measures to enhance their resilience and adaptability.



2.DECISION-MAKING PROCEDURES

Welcome to the world of agricultural business and the exciting opportunities that lie within the Medicinal and Aromatic Plants (MAPs) sector. In this handbook section, we'll delve into the diverse agricultural business models and decision-making procedures that can ignite your entrepreneurial spirit. Whether you're passionate about sustainability, innovation, or contributing to the health and wellness of society, the MAPs sector offers a dynamic platform for growth.

UNDERSTANDING AGRICULTURAL BUSINESS MODELS:

Agricultural business models define the structure and strategies through which farming operations and related activities generate value. In the MAPs sector, several business models stand out:

TRADITIONAL FARMING:

This model involves cultivating and harvesting MAPs using conventional methods. It's a foundation for many businesses, providing a stable platform for growth.

ORGANIC FARMING:

With a focus on sustainability and environmental health, organic farming minimizes the use of synthetic chemicals. It caters to the growing demand for natural and pesticide-free products.





3. HOW TO START AN AGRI-BUSINESS FROM SCRATCH

INTRODUCTION

Starting an agri-business from scratch can be a rewarding and fulfilling endeavor, but it requires careful planning and execution. Whether you dream of cultivating crops, raising livestock, or venturing into value-added products, having a well-designed work plan is crucial for success. This article will guide you through the steps of creating an effective work plan to set up your agri-business and pave the way for long-term growth and profitability.

3.1. MARKET RESEARCH AND FEASIBILITY STUDY

Before diving into any agri-business venture, thorough market research and a feasibility study are essential. Identify potential customers, competitors, and market trends. Analyze the demand and supply dynamics for your chosen product or service. Determine if there is a viable market for your agri-business in your chosen location. Understanding these aspects will help you make informed decisions and develop a realistic vision for your enterprise.

3.2. DEFINE YOUR BUSINESS OBJECTIVES AND GOALS

Set clear and measurable business objectives and goals. These could include specific production targets, revenue goals, or expansion plans. Having well-defined objectives will help you stay focused and motivated as you move forward. Ensure that your objectives are realistic and achievable based on your resources, capabilities, and the market potential.



3.3. SELECTING THE RIGHT AGRI-BUSINESS MODEL

Decide on the type of agri-business that aligns with your interests, expertise, and resources. You can choose from various models like crop farming, livestock production, aquaculture, agro-processing, or even a combination of these. Each model comes with its unique challenges and opportunities, so carefully assess which one suits your vision and goals the best.

There are several agri-business models that entrepreneurs can consider based on their resources, goals, and interest:

Small-scale Organic Farming: This model focuses on producing organic fruits, vegetables, or herbs on a smaller piece of land. The emphasis is on sustainability, natural farming methods, and catering to local markets or niche consumers who prioritize organic produce.

Specialized Crop Production: This model involves focusing on growing specific high-value crops, such as medicinal herbs, spices, exotic fruits, or niche vegetables. Specialized crop production can lead to higher profits due to the unique and in-demand nature of the products.

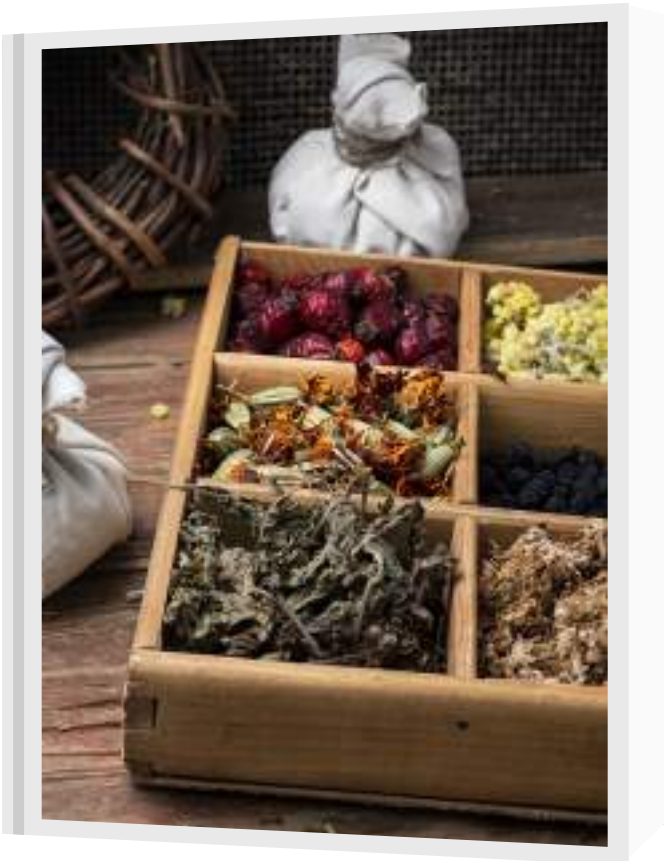
Livestock Farming: Livestock farming includes raising animals for various purposes, such as dairy farming, poultry farming, or meat production. This model requires careful management of animal health, nutrition, and welfare.



Aquaculture: Aquaculture involves cultivating fish, shellfish, or aquatic plants in controlled environments. It can be conducted in ponds, tanks, or even offshore facilities. Aquaculture is an important and sustainable method of meeting the increasing demand for seafood.

Agroforestry: Agroforestry combines agriculture with tree cultivation. It allows for the production of crops alongside trees, which can provide various benefits such as improving soil health, conserving water, and generating additional revenue from timber or non-timber forest products.

Vertical Farming: Vertical farming utilizes vertical space to grow crops in stacked layers, often in controlled indoor environments. This model maximizes space efficiency and allows for year-round production in urban areas.



Hydroponics and Aeroponics: Both hydroponics and aeroponics are soil-less farming techniques. Hydroponics involves growing plants in nutrient-rich water, while aeroponics suspends plant roots in the air and nourishes them with a fine mist of nutrient solutions. These methods offer precise control over plant nutrition and water usage.

Contract Farming: Contract farming involves agreements between farmers and buyers, typically processors, retailers, or exporters. The farmers grow crops according to the buyer's specifications, and the buyer commits to purchasing the produce at pre-negotiated prices.

Agritourism: Agritourism combines agriculture with tourism, offering visitors a chance to experience farm life, participate in agricultural activities, and purchase farm products. This model diversifies revenue streams and promotes rural development.

Community Supported Agriculture (CSA): CSA connects consumers directly with farmers by offering them shares of the farm's harvest. Consumers pre-pay for a season's worth of produce, providing the farmer with upfront capital while ensuring the consumers receive fresh, locally grown products regularly.





3.4.FINANCIAL PLANNING AND BUDGETING

Financial planning is crucial in agriculture to ensure the success and sustainability of farming operations. Agriculture, like any other business, involves various costs, risks, and revenue streams. Effective financial planning helps farmers make informed decisions, optimize resource allocation, and achieve their financial goals. Here are some key aspects of financial planning in agriculture:

Budgeting: Creating a detailed budget is the foundation of financial planning. It involves estimating income from crop sales, livestock, or other agricultural products, and projecting expenses for inputs such as seeds, fertilizers, pesticides, labor, equipment, and maintenance. Regularly updating the budget based on actual performance helps in identifying deviations and making timely adjustments.

Cash Flow Management: Managing cash flow is critical, especially in agriculture, where income may not be evenly distributed throughout the year. Balancing expenses and receipts to ensure adequate cash flow for day-to-day operations, loan repayments, and other financial commitments is essential.

Risk Management: Agriculture is exposed to various risks, including weather-related events, market fluctuations, and pest infestations. Farmers can mitigate these risks through insurance policies, hedging strategies, diversification of crops, and adopting resilient agricultural practices.

Investment Planning: Identifying opportunities for growth and improvement is essential. Farm investments can include purchasing new machinery, infrastructure upgrades, or adopting innovative technologies. Evaluating the return on investment and the payback period helps in making sound investment decisions.

Debt Management: Many farmers rely on loans for initial investments or working capital. Proper management of debt, including repayment schedules and interest rates, is crucial to avoid financial strain and maintain a good credit standing.

Tax Planning: Understanding the tax implications of different agricultural activities and utilizing available tax incentives can significantly impact a farm's bottom line. Working with a tax advisor familiar with agriculture can help optimize tax planning strategies.

Record-Keeping: Accurate and comprehensive record-keeping is essential for effective financial planning. Keeping track of income, expenses, inventory, and asset depreciation provides valuable data for analysis and decision-making.

Benchmarking: Comparing the farm's financial performance against industry benchmarks or similar operations helps identify areas for improvement and best practices.

Sustainability and Environmental Impact: Modern financial planning in agriculture also incorporates sustainability and environmental considerations. Implementing eco-friendly practices can lead to cost savings and create opportunities for participating in eco-labeling programs.

Contingency Planning: Having contingency plans for unforeseen events such as natural disasters or market downturns is crucial. This might involve having emergency funds or identifying alternative revenue sources.



Financial planning in agriculture is an ongoing process that requires adaptability and responsiveness to changing market conditions and external factors. By prioritizing financial planning, farmers can achieve better financial stability, optimize resource utilization, and make informed decisions to secure the future of their agricultural enterprises.



Acquiring Land and Infrastructure

Once you have your financial plan in place, acquire the necessary land and infrastructure for your agri-business. Ensure that the location is suitable for your chosen activity, considering factors such as soil quality, water availability, climate conditions, and proximity to markets. Depending on your business model, you may need to invest in greenhouses, barns, storage facilities, or processing units.

Establishing the Production Process

Design a well-structured production process that optimizes resource utilization and efficiency. Select the appropriate crops or livestock breeds that are well-suited to the local conditions. Implement sustainable agricultural practices to minimize environmental impact and ensure the long-term viability of your agri-business.

Procurement and Supply Chain Management

In the ever-evolving world of agriculture, the seamless management of procurement and supply chain activities has become a critical factor in the success and sustainability of agricultural enterprises. From sourcing quality inputs to delivering fresh produce to the market, an efficient and well-orchestrated supply chain ensures the smooth flow of operations, optimizing resources, and meeting consumer demands. Let us explore the essential aspects and benefits of effective procurement and supply chain management in agriculture.

Sourcing of Inputs - The Foundation of Farming Excellence:

For farmers, securing reliable and high-quality agricultural inputs is fundamental. Procurement begins with sourcing seeds, fertilizers, pesticides, and machinery from reputable suppliers. Establishing strong partnerships and negotiating favorable terms not only ensures timely access to essential resources but also contributes to cost-effectiveness.

Optimizing Inventory Management - Balancing Efficiency and Cost:

Managing inventory is a delicate balancing act in agriculture. Maintaining an optimal level of inputs and resources prevents wastage and stockouts, enabling smooth and uninterrupted production cycles. Effective inventory management directly impacts working capital, ensuring resources are utilized efficiently.

Efficient Logistics and Transportation - From Field to Market:

The agricultural supply chain extends beyond the farm gates. Transporting produce from farms to processing facilities, markets, or export destinations requires careful planning and logistics. Proper choice of transportation methods, including refrigerated vehicles for perishables, guarantees product quality and freshness, even over long distances.

Quality Control - Meeting Standards and Consumer Expectations:

Quality control is of utmost importance in agriculture, ensuring that the final products meet industry standards and consumer expectations. Rigorous inspections, testing, and certifications at various stages of the supply chain assure buyers of the product's authenticity and compliance with regulations.

Farm-to-Table Traceability - Fostering Consumer Trust:

In an era of heightened food safety concerns, traceability has emerged as a valuable tool. Implementing traceability systems allows agricultural businesses to offer transparency and accountability by tracking their products' journey from the farm to the table, instilling consumer confidence in the process.

Market Research and Demand Forecasting - Aligning Production and Consumption:

Understanding market demand and consumer trends empowers agricultural businesses to align their production with customer preferences. Accurate demand forecasting minimizes the risks of overproduction and underproduction, optimizing resource allocation.



Collaboration and Partnerships - Synergizing for Success:

Collaboration with stakeholders along the supply chain, such as processors, distributors, and retailers, enhances operational efficiency and market reach. Partnerships may lead to joint branding, promotion, and shared resources, fostering growth and mutual benefits.

Sustainability and Ethical Sourcing - Cultivating Responsibly:

Embracing sustainable and ethical sourcing practices not only bolsters a company's reputation but also satisfies the growing consumer demand for ethically produced products. Responsible agricultural practices contribute to the preservation of natural resources and foster long-term viability.

Data and Technology - Unleashing the Power of Information:

Integrating data analytics and technology empowers agribusinesses with invaluable insights. Leveraging data helps optimize supply chain performance, identify inefficiencies, and make data-driven decisions for enhanced productivity.

Risk Management - Mitigating Uncertainties:

Supply chain disruptions can arise from a myriad of factors, including climate events, market fluctuations, or geopolitical shifts. By implementing risk management strategies and contingency plans, agricultural businesses can navigate uncertainties and maintain operational resilience.

Marketing and Sales Strategy

Develop a strong marketing and sales strategy to promote your agri-products. Utilize both traditional and digital marketing channels to reach potential customers. Establish connections with retailers, wholesalers, and distributors to expand your market reach. Consider building your brand identity around sustainable and quality-driven practices.

Compliance and Regulations

Understand and comply with all local and national regulations related to agriculture and agri-business. Obtain necessary licenses, permits, and certifications to operate legally. Adhering to these rules will protect your business from potential legal issues and foster trust among customers.

Monitoring and Evaluation

Regularly monitor the progress of your agri-business against your predetermined goals. Analyze performance indicators like production yields, sales figures, and profitability. Use this data to make informed decisions, adapt your strategies, and continuously improve your operations.





4. MARKETING AND NEGOTIATIONS

In today's competitive global market, effective marketing and negotiations play a pivotal role in the success of agricultural businesses. The agriculture industry is not immune to market dynamics, consumer preferences, and changing trends. To thrive in this environment, farmers and agri-businesses need to adopt strategic marketing approaches and negotiation skills that will help them connect with customers, create value, and secure profitable deals. This article explores the significance of marketing and negotiations in agriculture and offers valuable insights to empower farmers for success.

4.1. UNDERSTANDING THE ROLE OF MARKETING IN AGRICULTURE

Marketing plays a pivotal role in the agriculture industry, serving as a catalyst for growth, profitability, and sustainable development. As the demand for food and agricultural products continues to rise, effective marketing strategies become essential for agricultural businesses to thrive in a competitive and dynamic market. Let's explore the key aspects and significance of marketing in agriculture.

Connecting Farmers with Consumers: Marketing bridges the gap between farmers and consumers, allowing agricultural products to reach the end-users efficiently. By promoting and distributing products effectively, marketing ensures that farmers can connect with a wide and diverse customer base, enhancing market access and sales opportunities.



Product Promotion and Visibility: Effective marketing creates awareness of agricultural products and highlights their unique features and benefits. Through advertising, social media, and other marketing channels, farmers can showcase the quality, sustainability, and health benefits of their produce, gaining a competitive edge in the market.

Value Addition and Branding: Marketing facilitates value addition by transforming raw agricultural products into branded and processed goods. This enhances the perceived value of products and allows farmers to command premium prices, leading to increased profitability.

Market Research and Consumer Insights: Marketing activities involve continuous market research to understand consumer preferences, trends, and demands. This knowledge helps farmers align their production with consumer needs, improving product offerings and market acceptance.



Diversification and Niche Markets: Marketing opens doors to diversification and exploration of niche markets. Farmers can identify and cater to specialized market segments, such as organic, fair trade, or locally sourced products, allowing for higher profit margins and reduced price sensitivity.

Promotion of Sustainable Practices: Sustainable agriculture practices are increasingly sought after by conscious consumers. Marketing can educate consumers about farmers' eco-friendly initiatives, such as organic farming, conservation efforts, and reduced carbon footprint, promoting the concept of sustainable consumption.

Building Consumer Trust and Loyalty: Transparent and authentic marketing fosters consumer trust and loyalty. By sharing information about production processes, certifications, and quality standards, farmers can cultivate lasting relationships with customers who value transparency and ethical practices.

Encouraging Innovation and Technology Adoption: Marketing can highlight the benefits of adopting innovative technologies and practices in agriculture. By embracing modern tools, farmers can enhance productivity, optimize resource use, and improve overall efficiency.

Market Development and Export Opportunities: Effective marketing expands market reach beyond local borders, creating opportunities for exports. Access to international markets enables farmers to diversify revenue streams and contribute to economic growth.

Advocating for Agricultural Policies: Marketing efforts can also extend to advocacy and raising awareness about agricultural policies and regulations. Farmers, collectively through associations and cooperatives, can influence policymakers and advocate for policies that support sustainable agriculture and address industry challenges.



In conclusion, marketing in agriculture is a driving force that empowers farmers, enhances marketability, and promotes sustainable practices. By adopting innovative marketing strategies, farmers can connect with consumers, promote their products, and respond effectively to market demands. Marketing not only improves the financial prospects of agricultural businesses but also fosters greater appreciation for the importance of agriculture in nourishing the world. As the agriculture industry continues to evolve, embracing marketing as a strategic tool is vital for farmers to cultivate growth, foster sustainability, and contribute to the global food ecosystem.

4.2. THE IMPORTANCE OF NEGOTIATIONS IN AGRICULTURAL TRANSACTIONS

Negotiations are an integral part of the agricultural industry, as they occur in various contexts, such as buying and selling produce, securing contracts with suppliers or distributors, and forming partnerships. Effective negotiation skills can benefit farmers in the following ways:

Price Optimization - Skillful negotiation can lead to better prices for agricultural products, increasing the profitability of farmers.

Contractual Agreements - Negotiating contracts with buyers, suppliers, and partners ensures that all parties involved understand their roles, responsibilities, and expectations.

Risk Mitigation - Negotiating favorable terms can help farmers reduce risks associated with price fluctuations, weather conditions, and market uncertainties.

Sustainable Relationships - Positive negotiation experiences can foster long-term relationships with buyers and suppliers, leading to consistent business opportunities.

Value Creation - Effective negotiations can lead to value-added opportunities, such as joint ventures, collaborations, or access to new markets.



4.3. TIPS FOR EFFECTIVE MARKETING AND NEGOTIATIONS IN AGRICULTURE

Know Your Market: Conduct thorough market research to understand consumer preferences, trends, and competitor offerings. Tailor your marketing strategies to address the specific needs and preferences of your target audience.

Focus on Quality and Sustainability: Emphasize the quality of your agricultural products and highlight sustainable farming practices to appeal to environmentally-conscious consumers.

Build a Strong Brand: Create a distinctive brand identity that reflects the values and ethos of your farm or agri-business. A strong brand can instill trust and loyalty in consumers.



Develop Negotiation Skills: Invest in developing your negotiation skills through workshops, courses, or consulting with experts. Practice active listening, empathy, and flexibility during negotiations to find mutually beneficial outcomes.

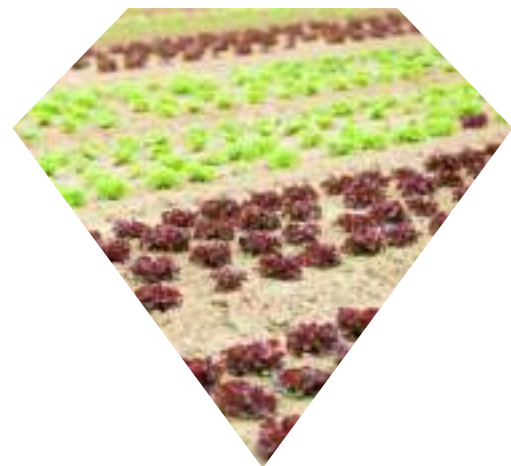
Establish Clear Objectives: Before entering any negotiation, define your objectives and desired outcomes. This clarity will guide your approach and increase your chances of achieving favorable results.

Be Open to Collaboration: Explore opportunities for collaboration with other stakeholders in the agricultural value chain. Collaborations can lead to resource-sharing and increased market access.

4.4. THE SYNERGY OF MARKETING AND NEGOTIATIONS

In the realm of agriculture, the synergy of marketing and negotiations has emerged as a vital catalyst for growth and prosperity. These two interconnected disciplines work hand in hand to navigate the complexities of the agricultural industry, from promoting products and services to forging collaborative relationships with stakeholders. Let's explore how the convergence of marketing and negotiations cultivates success and sustainable development in agriculture.

At the heart of effective marketing and negotiations in agriculture lies the art of building strong relationships and fostering trust. Through strategic marketing efforts, farmers can create positive perceptions of their products, leading to increased interest from potential buyers and partners. In negotiations, trust and rapport with stakeholders are essential for reaching mutually beneficial agreements and ensuring long-term partnerships.



Marketing in agriculture plays a pivotal role in understanding consumer needs and preferences. Through market research and analysis, farmers can identify emerging trends, customer demands, and changing market dynamics. Armed with this valuable information, they can tailor their products and services to meet consumer expectations and position themselves advantageously in the market.



- Effective marketing communication enables farmers to highlight the unique value propositions of their agricultural products. By showcasing factors such as sustainability, quality, and ethical practices, they can differentiate themselves from competitors and create a compelling brand identity. During negotiations, these value propositions become key elements in securing favorable terms and convincing buyers and partners of the merits of their offerings.
- The synergy between marketing and negotiations in agriculture also extends to seizing opportunities for growth. Successful marketing campaigns generate interest and attract potential customers, providing a foundation for negotiations. Skilled negotiators can capitalize on these opportunities to secure distribution agreements, contracts, or partnerships that drive business expansion and revenue generation.
- Negotiations are essential in various aspects of agriculture, from sourcing inputs to securing sales and distribution agreements. Skilled negotiation allows farmers to obtain competitive prices for agricultural inputs, ensure fair terms with distributors, and navigate complex contractual arrangements. Effective negotiations also play a critical role in accessing export markets, enhancing the global reach of agricultural products.
- In a rapidly evolving agricultural landscape, agility and adaptability are crucial. The synergy between marketing and negotiations enables farmers to respond proactively to changing market conditions, emerging trends, and regulatory shifts. This adaptability allows them to stay ahead of the curve and seize new opportunities for growth and innovation.
- Ultimately, the synergy of marketing and negotiations in agriculture forms a cohesive strategy for sustainable development. By building strong relationships, understanding consumer needs, showcasing value propositions, seizing opportunities, and remaining agile, farmers can cultivate success and resilience in an ever-changing industry.





5. EXPORT & IMPORT

Export and import in agriculture play a crucial role in meeting the diverse demands of a growing global population and ensuring food security. These processes involve the trading of agricultural products and commodities between countries, each capitalizing on their unique strengths and resources to benefit from international markets.

5.1. AGRICULTURAL EXPORT

Agricultural export plays a pivotal role in the economic development and sustainability of many countries. By harnessing the power of international trade, agricultural producers can expand their market reach, capitalize on comparative advantages, and generate substantial revenue. This exchange of agricultural goods across borders not only benefits the exporting nations but also contributes to global food security and fosters interdependence among nations. Let's delve into the significance of agricultural export and how it nurtures sustainable growth and development.

Leveraging Comparative Advantages:

Agricultural export allows countries to capitalize on their unique natural resources, climate, and expertise in specific crops or livestock production. Nations can specialize in producing agricultural products they have a comparative advantage in, which leads to increased efficiency and competitiveness in the global market.

Diversifying Revenue Streams:

For agricultural economies, diversification of revenue streams is crucial for stability and growth. By tapping into international markets, agricultural producers can reduce reliance on domestic demand fluctuations and price volatility. Diversification helps buffer against local economic downturns and enhances overall resilience.

Contributing to Economic Growth: Agricultural export has a significant impact on the economy of exporting countries. Increased exports lead to job creation along the agricultural value chain, including farming, processing, packaging, and logistics. This employment growth uplifts rural communities and drives economic development.

Enhancing Food Security: Global agricultural trade facilitates the flow of food products between surplus and deficit regions. Exporting countries with surplus production can supply food to regions facing shortages, contributing to global food security and mitigating the impact of food crises.

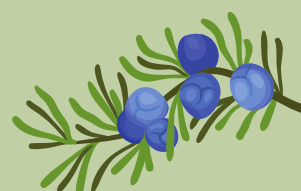
Technological and Knowledge Transfer: Engaging in international trade exposes agricultural producers to new technologies, practices, and knowledge from importing countries. This exchange of information fosters innovation and improvements in agricultural production, benefiting both exporting and importing nations.

Building International Partnerships: Agricultural export creates opportunities for forging diplomatic and economic partnerships. Exporting countries establish relationships with importing nations, leading to collaborations in research, development projects, and shared agricultural investments.



Promoting Sustainable Practices: Agricultural export encourages the adoption of sustainable practices. International markets often demand products produced with environmentally friendly and socially responsible methods. Exporting nations strive to meet these standards, resulting in improved environmental stewardship and ethical production practices.

Overcoming Market Seasonality: For countries with seasonal agricultural production, export markets offer the advantage of year-round sales opportunities. By aligning production cycles with varying harvest seasons in different regions, agricultural producers can maintain steady income streams throughout the year.



5.2. AGRICULTURAL IMPORT

Agricultural import plays a crucial role in meeting the demands of countries facing challenges in domestic production, ensuring food security, and promoting economic growth. For nations with limited agricultural resources, adverse climate conditions, or seasonal production variations, importing agricultural products becomes essential to provide a stable supply of food and meet the needs of their populations. Let's explore the significance of agricultural import and how it fosters interdependence among nations while ensuring food security.

Meeting Food Demand: Agricultural import allows countries to bridge the gap between domestic food production and demand. As populations grow and urbanization increases, the demand for agricultural products often outpaces local production capacity. Importing key commodities helps prevent food shortages and ensures a consistent supply of essential goods.

Enhancing Food Diversity: Agricultural import enhances the variety of food available in the market. By accessing a diverse range of products from different countries, importing nations can offer a wider selection of food items to their consumers, contributing to healthier diets and culinary experiences.

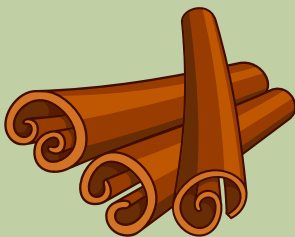


Complementing Seasonal Production: For countries with seasonal agricultural production, importing certain products during off-seasons is essential to maintain a stable food supply. Importing allows consumers to access products that may not be locally available at certain times of the year.

Addressing Resource Limitations: Countries facing limited arable land, water resources, or climatic constraints often rely on agricultural import to fulfill their food requirements. Importing essential commodities enables these nations to utilize their resources efficiently and prioritize other economic activities.



- **Supporting Economic Growth:** Agricultural import stimulates international trade and fosters economic growth. Exporting nations benefit from increased demand for their agricultural products, while importing countries gain access to quality goods at competitive prices, supporting both local and global economies.
- **Diversifying Sources of Supply:** Reliance solely on domestic production can be risky, especially when faced with unexpected disruptions such as adverse weather events or pest outbreaks. Diversifying sources of supply through agricultural import reduces vulnerability to such shocks and strengthens food security.
- **Fostering Interdependence and Diplomacy:** Engaging in agricultural import fosters interdependence among nations. By relying on each other for the exchange of agricultural products, countries build economic and diplomatic ties, promoting collaboration and peaceful relationships.
- **Access to Specialized Products:** Some countries specialize in producing specific agricultural products due to their unique geographic or climatic conditions. Importing these specialized goods enables other nations to access high-quality products that may not be feasible to produce locally.
- **Complying with Consumer Preferences:** Agricultural import allows countries to cater to consumer preferences for specific products that may have cultural or regional significance. This responsiveness to consumer demands enhances consumer satisfaction and bolsters market competitiveness.
- **Supporting Emergency Relief Efforts:** Agricultural import becomes particularly vital during times of crisis, such as natural disasters or humanitarian emergencies. Importing essential food items helps address urgent food needs and aids in emergency relief efforts.



5.3. THE OPPORTUNITIES AND CHALLENGES

Agricultural export and import present a plethora of opportunities and challenges for countries engaged in international trade. These two facets of agricultural commerce play a critical role in meeting global food demands, fostering economic growth, and promoting interdependence among nations. However, they also require careful consideration, strategic planning, and risk management to ensure sustainable development and food security.



Opportunities of Agricultural Export:

Access to International Markets:

Agricultural export opens doors to a vast array of international markets, allowing farmers and producers to reach a broader customer base and capitalize on global demand for their products.

Economic Growth and Foreign Revenue:

Successful agricultural export generates foreign revenue and supports economic growth. Increased exports lead to job creation, increased investment, and a positive impact on the overall economy.

Specialization and Competitive Advantage:

Exporting agricultural products often allows countries to specialize in crops or livestock that they produce efficiently, leveraging their competitive advantage in the global market.

Technological Exchange and Innovation:

Engaging in international trade exposes agricultural producers to new technologies, innovative practices, and research from other countries, fostering technological exchange and driving innovation.

Diversification of Revenue Streams:

Agricultural export helps diversify revenue streams for countries heavily reliant on agriculture, reducing economic vulnerability to fluctuations in local markets.

Challenges of Agricultural Export:

Market Access and Trade Barriers:

Accessing international markets can be hindered by trade barriers, tariffs, and stringent regulations, making it challenging for small-scale farmers to participate in global trade.



Volatility and Price Fluctuations: Agricultural export is susceptible to price volatility, influenced by factors such as climate events, geopolitical tensions, and changing consumer preferences.

Transportation and Logistics: Efficient transportation and logistics are crucial for timely delivery and maintaining product quality during export, but inadequate infrastructure can present challenges.

Currency Exchange Rates: Fluctuations in currency exchange rates can impact the profitability of agricultural export, affecting revenue and competitiveness in global markets.

Quality and Safety Compliance: Meeting international quality and safety standards is essential for export, but ensuring compliance can be resource-intensive for smaller producers.



Opportunities of Agricultural Import:

Food Security and Consumer Choice: Agricultural import helps ensure food security by supplementing domestic production during shortages or off-seasons, offering consumers a wide range of food choices.

Access to Specialized Products: Importing specialized agricultural products from countries with unique expertise and resources allows nations to access goods not viable for domestic production.

Economic Cooperation and Diplomacy: Engaging in agricultural import fosters economic cooperation and diplomatic ties, strengthening international relationships and promoting peace.



Diversification of Food Supply:

Importing agricultural products diversifies the food supply, reducing reliance on a limited range of locally produced items.

Emergency Relief and Humanitarian Aid:

Agricultural import can be vital during emergency relief efforts, providing essential food items during natural disasters or humanitarian crises.

Challenges of Agricultural Import:

Food Safety and Quality Assurance:

Ensuring the safety and quality of imported agricultural products is crucial for protecting consumers and safeguarding public health.

Dependency and Vulnerability:

Overreliance on agricultural import can make countries vulnerable to supply disruptions, geopolitical conflicts, and price fluctuations in the global market.

Competition with Domestic Producers:

Importing certain products may negatively impact domestic farmers, creating competition and affecting local agricultural economies.

Trade Imbalances:

Imbalances in agricultural trade can lead to unequal benefits and may require careful management to maintain equitable relationships.



Regulatory Compliance and Certification: Complying with international regulations and obtaining certifications for agricultural imports can be challenging, especially for smaller producers.





6. ACCESS TO NATIONAL AND INTERNATIONAL FUNDS

When it comes to cultivating young entrepreneurs and unemployed youth in the field of medicinal and aromatic plant cultivation, securing financial support is paramount. In this section, we will provide comprehensive guidance on accessing national and international funds for projects related to medicinal and aromatic plant cultivation, empowering young individuals to initiate successful ventures in this domain.

6.1. ACCESS TO NATIONAL FUNDS

- **Government-Sponsored Agricultural Funds:** Detailed explanations about state-sponsored grants and credit programs specifically designed for young entrepreneurs operating within the agricultural sector.
- **Local Government Incentives:** Special incentives and support provided by local authorities or agricultural institutions to boost agricultural projects.

6.2. ACCESS TO INTERNATIONAL FUNDS

- **European Union (EU) Funds:** Insight into various funds and grant programs offered by the EU for agricultural and sustainable development projects, including application processes and requirements.
- **Support from International Investors:** Strategies and sample application files on how to attract support from international investors and the private sector for agricultural projects.

Application Process:

Crafting an Effective Application: A guide on creating an application that effectively showcases the project, emphasizing its potential and social impact.

Steps in the Application Process: Detailed steps outlining the application process for national and international funds, including project evaluation and selection criteria.



Mentorship and Support Network:

Experienced Mentors and Consultants: Services offered by experienced mentors and consultants in the field of medicinal and aromatic plant cultivation, along with guidelines on participating in mentorship programs.

Inspiration from Successful Projects: Lessons learned from previous successful medicinal and aromatic plant cultivation projects, real-life examples, and success stories illustrating how these projects were funded





7.SCALE-UP THE BUSINESS

Scaling up an agribusiness is an ambitious and crucial step for achieving growth, expanding market reach, and increasing profitability. However, it requires careful planning, resource allocation, and strategic execution.

Market Analysis and Opportunity Identification: Conduct a comprehensive market analysis to identify potential growth opportunities and untapped markets. Understand consumer needs, trends, and preferences to tailor your products or services to meet market demands effectively.

Strengthening the Supply Chain: Build a robust and efficient supply chain to ensure a steady flow of inputs, raw materials, and finished products. Strengthen partnerships with suppliers, distributors, and logistics providers to streamline operations and reduce bottlenecks.

Investment in Technology and Innovation: Leverage technology and innovation to optimize agricultural processes, improve productivity, and enhance product quality. Invest in modern farming equipment, automation, data analytics, and agricultural research to stay competitive.

Scaling Production Capacity: Increase production capacity to meet growing demand. This may involve expanding existing facilities, investing in new production units, or forming strategic partnerships with other farmers or producers.



- **Branding and Marketing Strategy:** Develop a strong brand identity and marketing strategy to differentiate your agribusiness in the market. Invest in advertising, social media, and other promotional activities to increase brand visibility and attract new customers.
- **Access to Finance:** Secure adequate financing to support the scaling-up process. Explore options like bank loans, venture capital, government grants, or private investors to fund expansion initiatives.
- **Quality Control and Standards:** Maintain strict quality control measures to ensure consistent product quality. Adherence to industry standards and certifications will enhance customer trust and credibility in the market.
- **Talent Acquisition and Training:** Recruit skilled personnel to manage the increased workload and maintain high operational standards. Provide training and development programs to equip employees with the necessary skills for the growing business.
- **Sustainable and Responsible Practices:** Integrate sustainable and responsible practices into your agribusiness operations. This includes environmentally friendly farming techniques, ethical sourcing, and social responsibility initiatives to resonate with conscious consumers.
- **Risk Management:** Identify and mitigate potential risks associated with scaling up. Conduct a thorough risk assessment and develop contingency plans to address challenges that may arise during the expansion process.
- **Monitoring and Evaluation:** Implement a robust monitoring and evaluation system to track the progress of the scaling-up efforts. Regularly review performance metrics and make adjustments as needed to ensure success.
- **Networking and Collaboration:** Engage in industry events, conferences, and networking opportunities to build relationships with other stakeholders in the agriculture sector. Collaborate with research institutions, governments, and organizations to access valuable resources and knowledge.



Scaling up an agribusiness is a complex and dynamic process, requiring a holistic approach and a clear vision for growth. By carefully assessing market opportunities, optimizing operations, and embracing innovation, agribusinesses can achieve sustainable expansion, contribute to food security, and make a meaningful impact on the agricultural sector.

It is important to remember about our soft skills so we can use in future in our work. Agripreneurs, like any other entrepreneurs, can develop their soft skills through focused effort and continuous learning. Soft skills are essential for building successful agricultural businesses, as they enable effective communication, leadership, problem-solving, and relationship building. How they can do it?

Self-Assessment: Start by assessing your current soft skills and identifying areas for improvement. Reflect on your strengths and weaknesses, and seek feedback from colleagues, employees, or mentors to gain insights into areas that need development.

Soft Skills Workshops and Training: Participate in workshops, seminars, or online courses that focus on developing soft skills. Look for training programs specifically tailored to entrepreneurs in the agricultural sector.

Networking and Collaboration: Engage in networking events, industry conferences, and other opportunities to collaborate with other agripreneurs and industry professionals. Networking can improve communication, relationship-building, and teamwork skills.

Leadership Development: Focus on leadership development by attending leadership workshops, reading leadership books, and learning from successful leaders in the agricultural sector.

Emotional Intelligence: Develop emotional intelligence by understanding and managing your emotions effectively. Emotional intelligence is crucial for building strong relationships, resolving conflicts, and leading with empathy.



Communication Skills: Work on improving both verbal and non-verbal communication. Practice active listening, clear articulation of ideas, and effective presentation skills.

Problem-Solving and Critical Thinking: Enhance problem-solving and critical thinking skills through challenging scenarios and decision-making exercises. Learn to analyze situations from different angles and devise effective solutions.

Adaptability and Resilience: In the agricultural industry, adaptability and resilience are essential due to various challenges like weather conditions and market fluctuations. Embrace change, learn from setbacks, and develop a proactive approach to challenges.

Time Management and Organization: Improve time management and organizational skills to handle multiple tasks efficiently. Prioritize tasks, set deadlines, and create systems to stay organized.

Feedback and Reflection: Seek feedback from employees, customers, or mentors, and reflect on your performance regularly. Honest feedback can help you identify areas for improvement and adjust your strategies accordingly.

Continuous Learning: Stay updated with industry trends, technological advancements, and best practices. Continuous learning ensures that you are equipped with the latest knowledge and skills relevant to your agricultural business.

Empower Employees' Soft Skills: Encourage and empower your employees to develop their soft skills as well. Create a positive work environment that fosters collaboration, open communication, and personal growth.

Set Soft Skill Goals: Incorporate soft skill development into your business goals. Set specific objectives for improving communication, leadership, or teamwork, and track your progress regularly.

Lead by Example: As an agripreneur, lead by example and demonstrate the soft skills you want to see in your team.



8. DIGITAL OPPORTUNITIES

Incorporating digital tools and technologies is essential when guiding young individuals and unemployed youth towards the field of medicinal and aromatic plant cultivation. The "Digital Opportunities" section of the toolkit aims to provide a comprehensive overview of the digital landscape within this industry, enabling young enthusiasts to leverage the power of technology for their ventures.

8.1. Online Learning Platforms:

- **Educational Websites:** A curated list of online platforms offering courses related to medicinal and aromatic plant cultivation. These platforms provide valuable resources, tutorials, and certification programs.
- **Webinars and Workshops:** Information on upcoming webinars and workshops focused on agricultural technologies, sustainable practices, and digital marketing tailored for the medicinal plant industry.

8.2. Mobile Applications:

- **Plant Identification Apps:** Recommending mobile applications that help users identify different medicinal and aromatic plants, understand their properties, and learn about their cultivation.
- **Farming Management Apps:** Introducing apps designed to assist in farm management, crop monitoring, pest control, and yield prediction. These apps streamline agricultural operations and improve productivity.

8.5. Agricultural Apps and IoT Devices:

- **Smart Farming Applications:** Introducing applications and IoT devices that enable precision farming, automated irrigation, climate monitoring, and data-driven decision-making in agriculture.
- **IoT Devices:** Information on sensors and devices that collect real-time data on soil health, weather conditions, and crop growth, assisting farmers in optimizing their cultivation practices.



8.6. Digital Sustainability Practices:

- **Resource Conservation Tools:** Resources on digital tools promoting sustainable farming practices, including water conservation apps, energy-efficient solutions, and waste reduction strategies.
- **Blockchain and Traceability:** Explaining how blockchain technology can be utilized for supply chain traceability, ensuring transparency and authenticity for medicinal plant products.





Co-funded by
the European Union

CHAPTER – 2

NON-FORMAL ACTIVITIES

2022-2-ES02-KA220-YOU-000102299



MAP4N

THE AGRI-RENEURSHIP MAPS FOR NEET





A- COMMUNICATION

ACTIVITY 1	
Activity name:	PRESENTATION
Aim of the activity	To familiarize the participants with the concept of communication, communication skills and tips for improving communication - verbal and non-verbal.
Activity type:	Presentation
Participants:	3-20
Time:	30 min
	The leader of the activity through a Powerpoint presentation shows the participants terms related to the topic of communication, teaches them communication skills and provides advice for improving communication in the following areas - speech, voice, listening, body language. When the presenter finishes the presentation, participants can ask additional questions.
Required material:	Prepared Powerpoint presentation; Lap top; Projector.



ACTIVITY 2	
Activity name:	SILENT TELEPHONES
Aim of the activity	Familiarize the participants with the concepts of verbal and non-verbal communication through their use. At the end of the workshop, participants will be familiar with the fact that both verbal and non-verbal communication must be used to transmit information.
Activity type:	Game
Participants:	4-20
Time:	20-30 min
Instructions:	Part 1 (verbal communication, advantages and disadvantages): Participants stand in a line one behind the other. The workshop leader assigns a sentence to the last person in the line. His task is to whisper that sentence to the participant in front of him, he to the one in front, and so on until the first in the line. The first participant in the line, that is the last one to hear the sentence, should say it out loud in front of the group. The workshop leader repeats the sentence given at the beginning and starts the discussion.



ACTIVITY 2

Instructions:

- Did the sentence from the beginning of the game remain the same until the end and why?
- What were the advantages of transferring the sentence?
- What were the difficulties?
- Can such situations be encountered in real life and how to deal with them?

* The proposal is to make the sentence longer and in such a way that it is possible to "shorten" it spontaneously. For example. "A man in a raincoat went out last night to throw out the trash and walk the dog."

Part 2 (non-verbal communication, advantages and disadvantages): Participants stand in a line one behind the other. The workshop leader assigns a sentence to the last person in the line. His task is to explain that sentence without a spoken word - by pantomime to the participant in front of him, he to the one in front and so on until the first in the line. The first participant in the line should pantomime the sentence in front of the whole group. The workshop leader repeats the sentence given at the beginning and starts the discussion.

- Is the sentence at the beginning of the game similar to the presentation at the end or not and why?
- What were the advantages of transferring the sentence?
- What were the difficulties?
- Can such situations be encountered in real life and how to deal with them?

* The suggestion is to make the sentence shorter and simpler so that it can be "shown" in pantomime. For example. "I saw a rabbit jumping."

Required material:

-



ACTIVITY 3	
Activity name:	LISTEN TO ME
Aim of the activity	To acquaint the participants with active listening, selecting and transferring information.
Activity type:	Game
Participants:	5-20
Time:	10-15 min
Instructions:	<p>The group leader chooses 3 volunteers. The first volunteer should sit in front of the group, while the other two stand behind him, on the left and right, with the task of simultaneously telling a story about how they spent yesterday so that the listener remembers exactly their story (the stories must last 2 up to 3 minutes). The task of the first volunteer is to remember as much information as possible from both stories and repeat them to the group. When he repeats them, the facilitator starts the discussion.</p> <ul style="list-style-type: none">• How difficult was it for the first volunteer to remember both stories?• Which story did he remember better and what contributed to it?• What methods did the other two volunteers use to make the listener remember their story?
Required material:	-



ACTIVITY 4	
Activity name:	TANGRAM
Aim of the activity	Participants should see how important communication is for solving problems, strengthening teamwork and communication within the team.
Activity type:	Game
Participants:	8-20
Time:	15-20 min
Instructions:	<p>The leader divides the participants into small groups of 4 students each. Each group has the task that each of its members make a square from the pieces, while they must not communicate with each other, neither verbally nor non-verbally. Then, each participant will receive an envelope containing the same number of parts for making a square, but they will not be able to make their own square. Thus, the parts that do not suit him will have to be placed in the middle of the table. The student must watch how the other members of the group assemble their squares in order to be able to see if with his square he prevented the others from constructing theirs. Although the goal is for everyone in the group to make their own square, the goal is also for each student in the group to make their own square. All assembled squares must be the same size. When all groups have completed the task, the leader starts the discussion.</p>



ACTIVITY 4	
Instructions:	<ul style="list-style-type: none">• Did the others in the group come to a solution? If not, what was the problem?• Was it a problem that you couldn't communicate with each other?• How important is it to look for solutions to help each other? Why is cooperation important?
Required material:	Cardboard cut into Tangram game pieces x number of participants Envelopes x number of participants





ACTIVITY 5	
Activity name:	THE FLOW
Aim of the activity	Increasing participants' self-confidence, discovering the activities they enjoy the most, strengthening communication skills, recognizing and appreciating individual preferences and values.
Activity type:	Game
Participants:	3-20
Time:	10-15 min
Instructions:	<p>The leader shares with the participants one of his favorite activities, and how (s)he felt the last time he did it. It can be anything that you are fully committed to while doing it, and an ideal example is an activity that you feel you are getting better at over time. Try to convey to them the feelings that the activity arouses in you and, if possible, show them something related to the activity and encourage them to ask you questions. Then encourage the students to think about what constitutes for them the kind of activity that they are fully committed to and enjoy. Give them a few minutes. If they want, they can also write down the answers. Then continue: Each of us has a few things in life that we enjoy, in which, while doing them, we get completely "lost". We don't mean watching TV, sleeping, eating and the like in which we are quite passive, but something you actively do.</p>



ACTIVITY 5	
Instructions:	<p>Psychologists call such experiences "the flow" experiences and consider them very important for our psychological well-being, i.e. happiness. Ask them: What is that "something" for you? Write on the board what the participants stated first, then comment briefly. Remember where you are, what you're doing, who you're with, what's best about it. Then have the participants tell the group about their activity in which they "flow". Start a discussion. Is there something you share, that more of you prefer to do? Is that the flow? What do you think? Why are these experiences important? What if someone feels that they don't have something like that in their life? What kind of activities can he indulge in and what are the consequences? Do you ever have that feeling at school/college/work - that you are completely engrossed in what you are doing? What would teaching/work with more "flow" look like for you?</p>
Required material:	-



ACTIVITY 6	
Activity name:	MOCK-UP INTERVIEW
Aim of the activity	Participants will get to know each other better, practice active listening, improve interviewing skills, become aware of their own goals and priorities, and learn planning skills.
Activity type:	Game
Participants:	4-20
Time:	15-20 min
Instructions:	<p>Part 1: The activity leader divides the participants into pairs and asks each person to recall a great moment of theirs in the past year. It is something that they have achieved, that they are proud of, that they have worked and strived for. It can also be something that made them very happy and that is very important to them. The task is to tell their partner in as much detail as possible about that moment, and the couple's task is to listen very carefully, ask questions and try to find out as many interesting details about it as possible. Some of the pairs can then share with everyone how it was for them to work together, what they liked and what they learned. In a short introduction, the leader tells the students that they are now engaged in personal planning, setting and achieving goals, which is a very important life skill. (S)He asks them what they think made you start this activity. (S)He points out how this exercise can say a lot about what we value and what is important to us - our values.</p>

ACTIVITY 6

Instructions:

Part 2: Continuing to work in pairs, the leader gives the participants a new task. Everyone will set a goal for themselves, and their partner will help them elaborate it in detail and plan its realization through the interview method. If someone is undecided about their goal, the couple can ask them a few questions to discover their focus or the area they would like to focus on. It can be something that is important to the person, or something that is missing. It is important that there is motivation and strong feelings associated with choosing a goal. Then everyone conducts an interview with their partner, guided by the following four questions:

1. What is your current goal? Choose one that you want to commit to today.
2. Imagine an ideal future! How do you imagine yourself after achieving that goal? What exactly does that look like?
3. How do you reach that goal? What is your way of making it happen?
4. What will you do first (today or tomorrow) and who will help you with it?

When the second part is finished, the leader starts the discussion.

- How did you like working in pairs?
- How was conducting the interview, and how did you answer the questions and talk about yourself?
- What have you realized and learned?
- Do you think it's good to plan or let things happen? When is one preferable and when the other?
- What can you do when something doesn't go your way or when you don't manage to reach your goal?



ACTIVITY 7	
Activity name:	PAPER TOWER
Aim of the activity	The development and importance of cooperation and cooperative behavior in order to successfully solve problem situations with the participants.
Activity type:	Game
Participants:	4-20
Time:	20-25 min
Instructions:	<p>The leader divides the participants into groups of up to 5 members. Each group receives the same material (equal number of newspaper, scissors, tape). Then the leader gives the following instructions: "Your task is to make a paper tower as large and as stable as possible in three minutes." Of the materials, you can use what you get." Students have 10 minutes to develop their ideas, and during that period they must not touch the material or try out ideas, but only strategize how they will solve the problem situation. After that, the leader gives a signal and the group starts to create their conceptual solution when making a paper tower. The leader takes care of the time and signals to the participants when they can start thinking up ideas and when they can start working on them and also signals when they stop working. After completing the task, the tallest and most stable tower is chosen.</p>

ACTIVITY 7	
Instructions:	<p>Through discussion, the leader develops in the students the importance of cooperation and cooperative behavior in order to successfully solve problem situations.</p> <ul style="list-style-type: none"> • How did you come to the solution? Would you be more successful if you worked alone? • Did you have any better solutions? Why was it not adopted? • What was distracting and what was facilitating in this task? • What would you do differently next time?
Required material:	<p>Newspaper / Newsprint x number of participating groups Glue / Duct tape x number of participating groups Scissors x number of participating groups</p>





ACTIVITY 8	
Activity name:	PENCIL
Aim of the activity	Make participants familiar with potentially conflict situations and conflicts in cooperation, as well as ways of solving them.
Activity type:	Game
Participants:	4-20
Time:	10-15 min
Instructions:	<p>The leader divides the participants into pairs. Give each pair one piece of paper and one pencil/pen/marker. The students have the task of drawing a picture with one pencil that they must hold together. It is important that the entire work takes place in complete silence, without agreeing on what will be drawn. Give students 1 minute for this task. After they have completed the first part of the task, tell the students that their next task is to each draw their own picture on the back of the paper, again without agreement, in complete silence, holding a pencil together. Give them 1 minute each for that too. When finished, ask students to show you both pictures and start a discussion.</p>

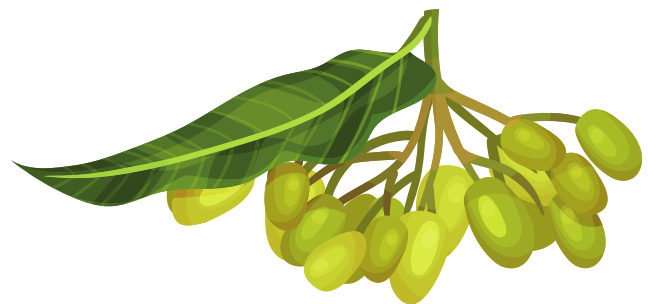
ACTIVITY 8	
Instructions:	<ul style="list-style-type: none"> • How did they feel while drawing the first and second pictures. • Was there any conflict, did they (even though they were not allowed to talk) manage to come to an agreement? In what way? • Did someone in the couple insist on drawing exactly what he imagined, etc? • Can this situation be considered stressful and conflicting? • Analyze behavior in a potentially conflicting situation.
Required material:	Paper x number of participating groups Pencil/Pen/Marker x number of participating groups





ACTIVITY 9	
Activity name:	I'M NOT LISTENING TO YOU
Aim of the activity	Acquaint the participants with the importance of listening to the and the types of non-listening.
Activity type:	Game
Participants:	6-20
Time:	10-15 min
Instructions:	<p>The leader divides the participants into groups of three. One member of the group is given the task to tell a story from his life, for example, how he spent his vacation, to describe an interesting movie he watched or a book he read, or to tell a significant event from his life. The second member receives a task on a sticky note (which he hides from the others) to interrupt the speaker, show boredom, ignore him, talk in parallel, etc. during the story. The third member is the observer. After completing the task, the leader starts a discussion in which the group members present their experiences and observations of the given situation. The facilitator lists the types of non-listening and the participants compare them with the "non-listening" they noticed in the task.</p>

ACTIVITY 9	
Instructions:	<p>Examples of tasks on cards:</p> <ul style="list-style-type: none"> • False listening (the listener non-verbally shows that he is not listening, looks around, looks through the person...); • One-sided listening - the listener does not pay attention to non-verbal messages; • Selective listening - the listener pays attention only to what is important to him; • Stealing words; • Sharing advices; • Questioning.
Required material:	Cards with tasks x number of participating groups





Examples of cards:	
Use False listening (the listener non-verbally shows that he is not listening, looks around, looks through the person...) while the other participant speak.	Use One-sided listening - the listener does not pay attention to non-verbal messages while the other participant speak.
Use Selective listening (the listener pays attention only to what is important to him) while the other participant speak.	Use Stealing words while the other participant speak.
Use Sharing advices while the other participant speak.	Use Questioning while the other participant speak.



ACTIVITY 10	
Activity name:	ME AND YOU MESSAGES
Aim of the activity	To acquaint the participants with the structure of the "I message" with the aim of recognizing the elements of the "I message" as a form that is applicable in everyday communication. Acquaint them, also, with the method of applying non-blaming messages while drawing attention to the absence of all forms of discrimination.
Activity type:	Game
Participants:	6-20
Time:	10-15 min
Instructions:	The leader of the activity divides the participants into groups of three - persons A, B and C. Persons A and B receive cards (the same topic has been prepared but a different way of communication - a blaming or non-blaming message). First person A reads the card to person C, person C says how he/she feels and what he/she would do. Then person B reads his/her card to person C and person C again tells how he/she feels and what he/she would do. During this time, the other participants listen carefully. When all the cards have been read, the leader starts the discussion.

ACTIVITY 10	
Instructions:	<ul style="list-style-type: none">• What differences did you notice during the exercise, what did you hear, are there any differences?• What elements does card B contain and which card A does not.• Have we noticed the difference between blaming and non-blaming speech?
Required material:	Message cards x number of participating groups





Examples of cards:	
Cards A - Blaming messages	Cards B - Non-blaming messages
Professor, you are only asking your favorites!	Professor, I would like you to ask me too.
You are terribly rude today!	I don't like it when there's a lot of noise.
You always interrupt me, you are so rude!	Can you hear me without interrupting?
You never listen to me when I talk, I always have to repeat everything 100 times!	It seems to me that you are not listening to me, I would not like to repeat everything.
Sarah is not at all able to manage her team!	It seems to me that Sarah had a problem at today's meeting.
There are missing blanks in the form you turned in. Why did you do it in a rush?	There are missing blanks in the form you turned in. What happened?

B- INTERPERSONAL SKILLS

INTERPERSONAL SKILLS 1	
Activity name:	PRESENTATION
Aim of the activity	To familiarize the participants with the concept of communication, communication skills and tips for improving communication - verbal and non-verbal.
Activity type:	Presentation
Participants:	3-10
Time:	30 min
Instructions:	The team leader through a Powerpoint presentation shows the participants terms related to the topic of communication, teaches them communication skills and provides advice for improving communication in the following areas - speech, voice, listening, body language. When the presenter finishes the presentation the part of the disccution begins, and participants can ask additional questions.
Required material:	Classroom or Conference room;Powerpoint presentation;Lap top;Projector.



INTERPERSONAL SKILLS 2	
Activity name:	WRITTEN AND VERBAL COMMUNICATON
Aim of the activity	Improve relationships with project manager and coworkers; Build connections with team members; Help project participants to convey their point quickly and clearly; Enhance professional image; Encourage active listening and open-mindedness; Help advance studies and career.
Activity type:	Interpersonal skill
Participants:	3-10
Time:	45min-1 hour
Instructions:	Part 1 (Written communication): Writing is one of the more traditional aspects of communication. The team leader gives instructions to the participants in which way their writing communication should reflect intended audience. For example how to personalize an email based on who you're addressing it to. The team members also learn how to write a formal documents, as well as project reports.

INTERPERSONAL SKILLS 2	
Instructions:	<p>Part 2 (Verbal communication): The team leader creates a small groups which practice verbal communication between each other, in order to get informed, and share information. The first step is to instruct each team member to prepare what they are going to say. The communication can be informal, such as chatting with coworkers about an upcoming deliverable, or more formal, such as meeting with your manager to discuss your performance.</p>
Required material:	<ul style="list-style-type: none"> • Classroom or Conference room; • Lap top; • Projector.





INTERPERSONAL SKILLS 3	
Activity name:	LISTENING
Aim of the activity	To develop much deeper attention and empathy, which ideally leads to a greater understanding..
Activity type:	Interpersonal skill
Participants:	3-10
Time:	20-30 min
Instructions:	The group leader organize a meeting in which all team members take a part. One of the main points is to learn the team members about active listening. This is a key communication skill that involves absorbing the information someone shares with you, and reflecting back through questions and your body language that you heard them. First step is to teach every person to focus on the intent and purpose of the conversation. The second step involves instructions how to give encouraging verbal cues such as replying “yes, I see” or “mmhmm” or “I understand.” These are often used alongside gestures and expressions, such as smiling or nodding.
Required material:	Classroom or Conference room;Lap top;Projector.



INTERPERSONAL SKILLS 4	
Activity name:	NETWORKING
Aim of the activity	Develop mutually beneficial relationships with people who work in or around your chosen field; Explore interests with like-minded individuals; Socialize with new people; Learn about new job opportunities; Receive job referrals.
Activity type:	Interpersonal skill
Participants:	3-10
Time:	15-20 min
Instructions:	The team leader organize a networking event which every member must attend. Every participant should speak about their feild of interest and research, in order to inform others about it, and make new frineds and possible coworkers. Then, the team leader informs meeting attendents about open networks where people with similar interests can congregate to discuss industry-related topics, ask questions, and meet people, such as young professionals networks or websites like LinkedIn, as well as niche groups, such as industry-specific forums, Slack communities, or meet-ups.
Required material:	Classroom or Conference room;Lap top;Projector.



INTERPERSONAL SKILLS 5	
Activity name:	LIDERSHIP
Aim of the activity	Shape strength and ability as unique leadership; oversee processes, take initiative and lead team towards the goal; develop valuable leadership skills: the ability to delegate, inspire and communicate effectively and other leadership traits honesty, confidence, commitment and creativity.
Activity type:	Interpersonal skills
Participants:	3-10
Time:	50-60 min
Instructions:	Part 1. The team leader creates a small groups which practice their ability to take initiative, build trust and communicate effectively with team members. Team leader presents and describes the most important characteristics that a successful team leader should have: Empathy; Strategic thinking; Creativity; Positivity; Flexibility; Conflict resolution; Time management; Reliability; Mentorship; Recognizing potential; Responsibility; Organization; Delegation; Feedback. It gives examples how a good leader keeps an open line of communication with team members such as one-on-one sessions, e-mail, video, chat, phone calls and social media.



INTERPERSONAL SKILLS 5	
Instructions:	<p>Part 2. The explore potential leadership strengths by creating their pizza with "skill" toppings. The leader divides the participants into groups of up to 6 members. Participants draw a pizza with six slices. They are then asked to put toppings on their pizza, but instead of mushrooms, ketchup, cheese, ham, it's a skill that they believe they would excel at. Once the pizzas are complete, participants present their pizza, explaining why they chose their skills and engaging in a group discussion.</p> <p>Follow Up Questions:</p> <ol style="list-style-type: none">1. What are the most important qualities of a successful team leader?2. What qualities should we have that we trust him?3. What qualities a successful team leader must not have?4. How should he behave when things don't go according to plan?5. How should team leader celebrate success with his team?
Required material:	<ul style="list-style-type: none">• Classroom or Conference room;• Lap top;• Projector;• Paper;• Arts and crafts materials



INTERPERSONAL SKILLS 6	
Activity name:	SELF-MANAGEMENT
Aim of the activity	Developing how to regulate emotions; manage stress; set effective goals; utilize self-motivation, self-discipline, and organizational skills to achieve them.
Activity type:	Interpersonal skills, workshop
Participants:	1-10
Time:	25 min
Instructions:	<p>The participant expects to write an important essay: a letter to itself. Writing is often a very cathartic process to understand our own emotions and consider perspectives that allow us to see things more clearly. From a goal-setting perspective, writing our ambitions down in detail can help cement the ideas and serve as a visual cue. Team members can focus on key actions they'd like their future selves to take, and their motivations behind these goals. Follow Up Questions: What will I achieve by X date? What will I do tomorrow, next week, next month? How do I feel now about my work/job/team? And how do I want my future self to feel? Don't forget... I want to change... because</p>
Required material:	Classroom or Conference room; Pencil; Paper.



INTERPERSONAL SKILLS 7	
Activity name:	EMPATHY
Aim of the activity	Understanding other people's emotions; enabling to resolve conflicts; to build more productive teams; improving our relationships with co-workers and clients
Activity type:	Interpersonal skills
Participants:	4-10
Time:	50 min
Instructions:	<p>Part 1. Teamleader presenting why empathy is important to successful team, how to recognize cognitive empathy, emotional empathy and compassionate empathy; how to develop empathy in team; consider other people's perspectives and take action. Emphasis that we should develop an environment where we respect each other without judgment, and with regard to how they might feel.</p> <p>Part 2. Team is split into two groups and draws a card from a deck with emotions written on each card. One team chooses someone to have the lead role and act out an emotion while the whole group tries to guess whether or not they're angry, sad, happy, etc. If a team correctly guesses the emotion, they win ten points. The groups can rotate like this through as many emotions as possible, or at least until each team member gets the chance to act.</p>
Required material:	<ul style="list-style-type: none">• Classroom or Conference room; Lap top; Projector;



INTERPERSONAL SKILLS 8	
Activity name:	NEGOTIATION
Aim of the activity	To make participants develop communication skills that allow them to work toward an agreeable solution and increase degree of emotional intelligence to "read other parties' emotions"
Activity type:	Game
Participants:	4-10
Time:	10 -15min
Instructions:	Devide the participants into two teams. Divide the room in half with a piece of rope or tape. Suggest each team to identify a leader. Allow 10 minutes for each team to negotiate with the leader of the other team, urging him to join their side. If one team successfully convinces the other leader to join their team, they win. When you have finished, ask the students to start a discussion. How did they feel when they were negotiating with the leader of the other team? Were there conflicts or mutual agreements when persuading the leader of the opposing team? Did someone in the couple insist on communicating exactly what they imagined, etc.?
Required material:	<ul style="list-style-type: none">• Classroom• Piece of rope or tape



INTERPERSONAL SKILLS 9	
Activity name:	DEPENDABILITY
Aim of the activity	Fun way to teach character
Activity type:	Game
Participants:	6-10
Time:	10-15 min
Instructions:	<p>The leader divides the participants into groups of two. Activities name is "driving blind". This activity needs an open space in which to play. The students should be paired up. One person in each pair is blindfolded. This person is "the car". The person who can see is "the driver". The area should have some obstacles (chair, ball, trash bin, tree, etc.). Drivers should stand behind their car and grip the tops of their shoulders so that they can steer them. Cars should put their hands straight out in front of them as the bumper. The object of the game is to move around the area (define limits) and not run into anyone or anything. Allow them to drive for 1 - 3 minutes depending on the size of the area. Then the car and driver reverse roles. Note: a blindfold should be provided for each participant separately, for hygienic reasons. To process the activity, ask these or similar questions: Which role did you like better, car or driver? How did it feel to be dependent on someone else? How did it feel to have others dependent on you? Will you remember this game the next time you need to be dependable</p>



INTERPERSONAL SKILLS 10	
Activity name:	DEPENDABILITY
Aim of the activity	Fun way to teach character
Activity type:	Game
Participants:	6-10
Time:	10-15 min
Instructions:	<p>The leader divides the participants into groups of two. Activities name is "driving blind". This activity needs an open space in which to play. The students should be paired up. One person in each pair is blindfolded. This person is "the car". The person who can see is "the driver". The area should have some obstacles (chair, ball, trash bin, tree, etc.). Drivers should stand behind their car and grip the tops of their shoulders so that they can steer them. Cars should put their hands straight out in front of them as the bumper. The object of the game is to move around the area (define limits) and not run into anyone or anything. Allow them to drive for 1 - 3 minutes depending on the size of the area. Then the car and driver reverse roles. Note: a blindfold should be provided for each participant separately, for hygienic reasons.</p>
Required material:	An open area; Fresh egg for each participants; Spoon for each participants; Some kind of obstacles (chair, ball, trash bin, tree, etc.).



INTERPERSONAL SKILLS 11	
Activity name:	FLEXIBILITY
Aim of the activity	Learning an executive functioning skill that describes switching between tasks and demands in response to changes in the environment. When an individual is inflexible, they may keep trying the same response repeatedly even though it's not working.
Activity type:	Game
Participants:	2-10
Time:	10-60 min
Instructions:	<p>Card Games & Board Games- it's possible to learn flexible thinking from card games and board games.</p> <p>Chess: Participants are divided into pairs and compete with one another. Rules of chess: Chess is played on a chessboard, a square board divided into a grid of 64 squares (eight-by-eight) of alternating color. Six types of sixteen pieces are controlled by each player on the chessboard. Different types of pieces move in different ways. The game begins with sixteen "white" pieces and sixteen "black" pieces being placed on the board. The board is placed so that a white square is in each player's near-right corner. At the beginning of the game, the pieces are arranged as follows:</p>



INTERPERSONAL SKILLS 11

Instructions:

- Rooks are placed on the outside corners, right and left edge.
- Knights are placed immediately inside of the rooks.
- Bishops are placed immediately inside of the knights.
- The queen is placed on the central square of the same color of that of the piece: white queen on the white square and black queen on the black square.
- The king takes the vacant spot next to the queen.
- Pawns are placed one square in front of all of the other pieces.

"White" is the player in charge of the white pieces, and "Black" is the person in charge of the black pieces. Players take turns making moves after White. The king only moves one square in each direction—vertically, horizontally, or diagonally. A special move with the king known as castling is allowed only once per player, per game.

A rook moves any number of vacant squares horizontally or vertically. It also is moved when castling.

A bishop moves any number of vacant squares diagonally. (Thus a bishop can move to only light or dark squares, not both.)



INTERPERSONAL SKILLS 11	
Instructions:	<ul style="list-style-type: none">• The queen moves any number of vacant squares horizontally, vertically, or diagonally.• A knight moves two squares horizontally then one square vertically, or moving one square horizontally then two squares vertically—i.e. in an "L" pattern. The knight is not blocked by other pieces; it jumps to the new location.• The most complex movement rules pertain to pawns:• If a square is available, a pawn advances one square directly. A pawn can move two squares forward in a straight line if it hasn't before, provided that both squares are free. Pawns cannot move backwards.• Unlike other pieces, a pawn moves differently when it captures. A pawn can capture an enemy piece on either of the two squares diagonally in front of the pawn. It cannot move to those squares when vacant except when capturing en passant.• The object of the game is to checkmate the opponent's king.• Chess develops the ability/ flexibility to see from someone else's perspective
Required material:	<ul style="list-style-type: none">• Chessboard for each pairs of participants;• Chessboard table and two chairs for participants;• An open area or classroom.



INTERPERSONAL SKILLS 11	
Instructions:	<p>A player must transfer a piece from their home to the starting field after throwing a 6. In the event that there is no possible legal move, the die is passed to the person after them. Anytime there are pieces at home, the matching beginning field must be removed as soon as feasible. Unless they are positioned on home fields, pieces can jump over one another. If a piece is moved to a field occupied by a piece of a different color, the latter one is removed from the track and placed at its corresponding home. If more than one of piece on the track can legally move, the player may freely decide which one to take.</p>
Required material:	<ul style="list-style-type: none">• DO NOT GET ANGRY - board game;• Table with 2 to 4 chairs for players;• An open area or classroom.



INTERPERSONAL SKILLS 11	
Activity name:	POSITIVE MENTAL ATTITUDE
Aim of the activity	Developing a more positive orientation can improve mood, relationships, job, life satisfaction and impact on physical health.
Activity type:	Game
Participants:	2-10
Time:	10-60 min
Instructions:	<p>Name of games: Don't Get Angry</p> <p>The leader divides the participants into groups of two to four.</p> <p>Two to four players can participate in the one-die game Don't Get Angry. The object of the game is to move all four pieces clockwise from the starting field to the target fields in accordance with the die's score. The winner is the first person to successfully move all four pieces to each target field. Each player picks one of the four colors—red, green, yellow, or blue—and places their accordingly colored four pieces near the corresponding home. The person with the highest throw then begins the game after each player rolls a single die. In a clockwise direction, each player takes a turn. A 6 always results in an additional turn. The die is given to the following player if there is no potential lawful move. Depending on the outcome of the die, pieces are positioned on the railway in a clockwise direction. Moving pieces onto different-colored home fields is prohibited.</p>

C-TEAMWORK

TEAMWORK 1	
Activity name:	COMMUNICATION
Aim of the activity	To develop communication skills within a group and to teach to work as a team
Activity type:	Teamwork game
Participants:	3-10
Time:	30 min
Instructions:	<p>Reverse charades: In a normal game of charades, one person from a group stands up and acts out a word or phrase while the rest of the team tries to guess. However, in reverse charades, the scenario is flipped. The rest of the team must work together to act out a word or phrase while one person has to guess. The game can be played in the box game version or download the mobile app. In Reverse Charades, it is necessary for team members to communicate with each other. Because there is one person is guessing and everyone else is acting, everyone is involved throughout the entire game, making it a good pick for shy or attention avoidant team members. No one can sit back while a few take on the challenge. Follow Up Questions: Did you work as a team to act out the phrase? Was it hard to get everyone on the same page?</p>
Required material:	Smart phone, Reverse charades application or board game



TEAMWORK 2	
Activity name:	QUICK THINKING
Aim of the activity	To come up with alternative uses for everyday objects and have team members guess said uses; To bring out team's creativity and quick thinking as well as a fun way to boost team creativity and innovation.
Activity type:	Teamwork game
Participants:	3-10
Time:	15-20 min
Instructions:	<p>Game of possibilities: Each participant is given an object and must demonstrate an alternative use for it. You can use anything from a basketball or plastic bag to a hula hoop or stapler. Give the participant one-minute to silently act out their alternative use for the object; for example, a stapler could be used as a fork or a trumpet. While they're acting, others in the group try to guess what they're mimeing. Every person who correctly guesses the alternative use gets a point. Once the minute is over, the next person will do the same and so on.</p> <p>Follow Up Questions: What was the most creative use someone came up with? Did you struggle to come up with alternative uses? Did it get easier over time?</p>
Required material:	Various random objects, one per each participant



TEAMWORK 3	
Activity name:	VERBAL DESCRIPTION
Aim of the activity	To develop verbal description skills by using it to recreate an object out of building materials. To help break down management barriers; To establish clear communication between team members.
Activity type:	Teamwork game
Participants:	3-10
Time:	20 min
Instructions:	<p>Sneak a peek: In this activity, the team leader divides the group into multiple teams. One person from each team is selected to view a hidden object or sculpture. They only have 10 seconds at a time to peek at the sculpture and must relay the information that they see to the rest of their group. The group must try to recreate the sculpture based on the peek person's description. Players must trust the team member to describe it accurately and listen to their instructions. It can help break down management barriers if you select a lower-level person as the person to view the sculpture. In a different position than they are accustomed to, it pushes them to adjust, direct a team and communicate clearly.</p> <p>Follow Up Questions: Did you successfully recreate the object? Was there any bit of the description that confused you? When did you benefit most from working as a team?</p>
Required material:	Building materials (clay, toothpick, plasticine, legos)



TEAMWORK 4	
Activity name:	INTERPERSONAL RELATIONSHIP
Aim of the activity	It requires everyone to remember and communicate with each other for better interpersonal relationships.
Activity type:	Outdoor teamwork activity
Participants:	3-10
Time:	45 min
Instructions:	<p>Spider web: Create a maze of lines and shapes by stringing twine between vertical 2 poles. The end result should resemble a spider's web with some larger, easier holes and some smaller more difficult gaps. Teams must cross the spider web to reach the other side without touching the string or going in the same shapes as anyone before them. The challenge gets harder as more people cross to the other side and requires everyone to remember and communicate with each other. Follow Up Questions: Did you start off with a strategy? What did you learn as you got more people through the web? Did your strategy change as you went along?</p>
Required material:	Twine/Rope , 2 vertical poles (2 trees, soccer posts, etc.)



TEAMWORK 5	
Activity name:	CONCENTRATION
Aim of the activity	To focus on learning and memory about team members personal and professional informations.
Activity type:	Teamwork activity
Participants:	3-10
Time:	45min-1 hour
Instructions:	<p>The team leader creates cards with photos and names of team members or with company (institution) information like products, logos, and values. Face these cards down on a table and then break into teams. Each team must find the pairs in the cards while only facing 2 cards up at a time. Time each group and whichever finds all the matches the fastest is declared the winner. Company concentration teaches students and employees more about science while playing a fun game.</p>
Required material:	Cue or index cards



TEAMWORK 6	
Activity name:	MOTIVATION
Aim of the activity	To give the inspiration and motivation to build stronger and more successful company teams.
Activity type:	Teamwork activity
Participants:	3-10
Time:	40 min
Instructions:	<p>All adrift: Set up a hypothetical scenario, in which an accident strands the group in a body of water. The traditional team brief in All Adrift is that your boat catches on fire and you have to abandon it. You only have a few minutes to grab items. Some examples are: First Aid Kit, rope, canned food, water, a bucket, a knife, a compass and a blanket. First, individuals should write down the items that they would grab from 1-10 in the order of most important. Then as a team, they have to decide and agree on which 10 are the top priorities. Groups should have about 30 minutes to complete the entire activity and come to a consensus. There is also a scoring sheet that they should use to rate their decisions. All Adrift helps you see that you can often make smarter decisions as a team with combined knowledge than on your own.</p>
Required material:	Team Brief, scoring sheet



TEAMWORK 7	
Activity name:	CONFIDENCE
Aim of the activity	Learn to trust each other in team
Activity type:	Teamwork game
Participants:	2-10
Time:	10-15 min
Instructions:	<p>Blindfold trust game: Break groups into small teams of two. One player is the leader, and the other wears the blindfold. The leader has to guide the blindfolded player to the endpoint while making sure they avoid bumping into objects. For example, pick a start and end location; players start in the classroom and end at another classroom. Follow Up Questions: Did you trust to your partner? Did he lead you well? Were there situations when you felt insecure? What the winner of the game say, how did he feel when his partner led him?</p>
Required material:	Blindfolds



TEAMWORK 8	
Activity name:	MEMORY
Aim of the activity	Teams learn together and sketch their shared memories. This memory game show how team members learn in a fun way.
Activity type:	Teamwork game
Participants:	4-10
Time:	20 min
Instructions:	Native plant memory Make the game by printing two copies of the plant cards and cutting along the lines. Make the cards sturdier by printing on cardstock, gluing the cards to chipboard, or laminating them. To play, mix the cards up and lay them out in rows, face down. Take turns flipping two cards at a time. If they match, keep the pair and go again. Pay attention to the cards that are revealed each turn, and see if you can remember where the matches are. When all cards have been matched, the player with the most pairs wins.
Required material:	Cards with picture and name of plants



Example of cards:





TEAMWORK 9	
Activity name:	CRITICAL THINKING
Aim of the activity	Mental challenge that can help participants develop their cognitive skills, stimulate the mind and creative ideas, make better, more informed decisions.
Activity type:	Teamwork activity
Participants:	3-10
Time:	10-15 min
Instructions:	One of the best ways to develop critical thinking skills is through puzzles. Additionally, they permit trial-and-error so that participants can absorb lessons from their errors or develop fresh suggestions for dealing with challenging issues. Participants B and C attempt to solve a mystery that person A has created. After finishing the puzzle, the team members take turns working on the next one. Persons B and C work on the crossword challenges as the other two consider how to solve them.
Required material:	Room or open area



TEAMWORK 10	
Activity name:	AWARENESS
Aim of the activity	Set of capabilities that allow individuals to identify the teams that they are a part of and contribute to the needs of the team. Actively listening to other members of the team.
Activity type:	Teamwork activity
Participants:	2-10
Time:	10-15 min
Instructions:	Speak slowly and use repetition The goal is to help participants develop an "ear for sound". Break groups into small teams of two. One player says the word in the native language and the other player repeats after him that it sounds identical. repeat with 10 to 15 words. After completing the task, the players should switch roles.Sing song and make rhymesDivide the groups into small teams of two. One player says the word and the other player should compose a short poem with a rhyme about the given term. After completing the task, the players should switch roles.When you have finished, ask the participants to start a discussion:Does this exercise promote better interpersonal relationships? Does this activity improve our capacity to control our emotions?
Required material:	Room or open area



TEAMWORK 11	
Activity name:	COLLABORATION
Aim of the activity	To work together on activities and supporting each other when necessary
Activity type:	Outdoor teamwork activity
Participants:	6-10
Time:	60 minutes on the first day, 10 minutes on the next 2-3 days
Instructions:	<p>Making a herbarium: The participants should be divided into two teams, each of which has an equal number of members. Each team should collect flowers or leaves of different plants to make a herbarium. Every day, it is necessary to change the papers between the plants, which have absorbed moisture, so that the plants dry faster. After the activity, the members of both teams look at both herbariums together. When activity has finished, ask the participants to start a discussion: Did you and the other team members become closer and work more effectively as a result of the collaboration? Can you consider this activity as a new learning experience? Can it help you foster more productive teamwork?</p>
Required material:	Open area, A4 sheet, newspapers, scissors, scotch tape



TEAMWORK 12	
Activity name:	CREATIVITY
Aim of the activity	Improving relationships between team members and increasing creativity
Activity type:	Teamwork activity
Participants:	6-10
Time:	10-15 min
Instructions:	<p>This activity is fun and requires only a piece of paper. Divide the participants into two-three teams. Participants are asked to make a paper plane from an A4 sheet. All participants should stand on the drawn line or marked with rope or tape. The plane that travels the farthest wins. Continue this process until one team wins three times. When you have finished, ask the participants to start a discussion: Do you think the best designed plane flew the farthest? Would you vote for the best designed plane? Did you have fun in teamwork while building the best designed airplanes with your team members?</p>
Required material:	Room , A4 sheet for each participant



TEAMWORK 12	
Activity name:	CREATIVITY
Aim of the activity	Improving relationships between team members and increasing creativity
Activity type:	Teamwork activity
Participants:	6-10
Time:	10-15 min
Instructions:	<p>This activity is fun and requires only a piece of paper. Divide the participants into two-three teams. Participants are asked to make a paper plane from an A4 sheet. All participants should stand on the drawn line or marked with rope or tape. The plane that travels the farthest wins. Continue this process until one team wins three times. When you have finished, ask the participants to start a discussion: Do you think the best designed plane flew the farthest? Would you vote for the best designed plane? Did you have fun in teamwork while building the best designed airplanes with your team members?</p>
Required material:	Room , A4 sheet for each participant

D-ADAPTABILITY

The ability to adapt to change is one of the most valued skills. Companies demand professionals who can learn new tasks and adapt with agility to new work environments. In a changing and volatile world of work such as today, it is essential that professionals have the necessary tools to respond quickly to the new demands of the environment. Adaptability characteristics: flexibility, versatility, openness to change, technological adaptability.

ADAPTABILITY 1	
Activity name:	Flash Sales presentation
Aim of the activity	Observe and evaluate, during a simulation of a critical workplace situation, the transversal skills of CREATIVITY, INTERPERSONAL RELATIONSHIP AND ADAPTABILITY put into play by the participants
Activity type:	creative thinking storytelling
Participants:	4-12
Time:	60-90 min.
Instructions:	The group of participants will be divided into two or three subgroups, which will receive the task of creating a presentation of a product made of local MAPs to a very important customer from Japan, Mr. Kamamoto, that has come to visit us unexpectedly. "Your group has to create a presentation in paper, write an argument to convince the customer that it is worthy to buy it for the Japanese market, and decide which role will play each one of the team. The presentation should be done in the following hour as the customer has to leave to the airport, and you will have just 30 minutes to prepare and 15 minutes to show".



ADAPTABILITY 1	
Instructions:	<p>After 10 minutes through the preparation time, a condition will be introduced that will force the content of the creation to be modified: "Ah! we had forgotten to mention that it is mandatory to show a possible packaging and labeling. Think about it!!" The time pressure factor will also be played with, reducing the available minutes as the activity progresses "Mr. Kamamoto's flight has been advanced, so we have to start 5 minutes earlier and reduced the presentation to 10 minutes".</p> <p>The facilitator adopts a non-directive role, limiting himself/herself to giving the instructions and introducing the elements of change or distortion. You can support the groups by providing ideas if you feel that they are at a standstill when it comes to making progress in preparing the presentation.</p>
Required material:	<ul style="list-style-type: none">• paper sheets, pens
Discussion and conclusion	<ul style="list-style-type: none">• Desired answers by group members: - integrates changes (packaging and labelling, time pressure) naturally and without putting get nervous- looks for strategies to integrate changes quickly and effectively- can apply constructive, effective and positive responses, showing flexibility and adjusting to the specific needs of the context



ADAPTABILITY 2	
Activity name:	Card sorting
Aim of the activity	Bring adaptability and organization into play
Activity type:	game
Participants:	20 max.
Time:	45 min
Instructions:	<p>The proposed dynamic consists of proposing, to both groups, a task to be solved through cooperative teamwork. During the development of the activity, small changes will be introduced around the task and/or the composition of the teams that involve bringing into play skills such as adaptability, negotiation, etc.</p> <p>The task at hand, in this case, consists of classifying, according to different criteria that we will define, a large number of cards (100, see attached annex), each of which will have a written word and which will be mixed and hung randomly, in equal numbers, on each of the panels.</p> <p>The participants are divided into two teams of equal number of components. A participant from each team will take the instructions, and will retire to transmit them to the rest of the components:</p> <p>"As a working group, you must organize yourself to complete, in the shortest possible time, the following task:</p> <p>As you can see, both panels are full of cards with a word written on them. Your job will be to select, from your panel, those cards on which you find the name of a plant and that of a product written (in the other group of aspects of production and of trade)</p> <p>As you identify them, you will have to place them on the panel following these criteria:</p>

ADAPTABILITY 2

Instructions:

- Plants must be classified between herbs and spices.
- Products according to user industry (pharmacy, cosmetics, food).

(To the other group:

- The aspects of production between cultivation and processing.
- The trade aspects between rules compliance and marketing.)

You will need to get the cards that belong to your sets but are on the opposite panel. To deal with it you will have to negotiate with the opposing team.

You have complete freedom to organize the work as you see fit but respecting the following rules: only one member of the group can handle the cards on the panel".

Towards the middle of the activity (15-20 min) a variation will be introduced: from that moment on, both groups will have to continue carrying out the task **WITHOUT SPEAKING**, that is, only using gestures to reach the goal.

At about minute 30 (depending on the pace of the goal), another variation will be introduced: the goal changes and now consists of **PLACING ALL THE CARDS IN ALPHABETICAL ORDER**, as follows:

- Group 1 must place, in alphabetical order, all the cards whose first word is between the letters A and L.
- Group 2 will have to place, place, following alphabetical order, all the cards whose first word is between the letters M and Z.

In this case, oral communication can be used again.



ADAPTABILITY 2	
Instructions:	<p>A few minutes later, we will introduce the NOT ABLE TO TALK variation again, until one of the two teams completes the task, or the facilitator decides to time out the activity.</p> <p>Guidelines for moderator:</p> <ul style="list-style-type: none">- Keep in mind and convey that, beyond the achievement of the task, the most important thing is to organize themselves well, work in a team and show communication and negotiation skills.- It is convenient to control the rhythm of the teams when performing the task, introducing the changes at different times depending on the speed of resolution.- Other variants can be introduced: exchange of team members, more complex classification criteria, giving both teams the same goal, etc.
Required material:	cork board, cardboard cards, thumbtacks (or whiteboard, post-its, markers)
Discussion and conclusion	<p>Verifiers of the student's competence:- at the time of the modification of the conditions, he accepts the change without complaining and does not interrupt the development of the dynamic.- when organizing, the participant listens carefully to the proposals of the other members of the group and abides by the decisions made without resistance.- adapts naturally to the different roles he must develop during the dynamic, being proactive and collaborative with the team.- takes the initiative in the organization of the team and in the adaptation of all members to the changes taking place.</p>



ADAPTABILITY 3	
Activity name:	Figures
Aim of the activity	Develop organizational skills, interpersonal relationships and adaptability
Activity type:	game
Participants:	10 (or 20 in pairs)
Time:	45 min.
Instructions:	<p>It will be explained to the participants that they are in a very prestigious design workshop that has the order to develop the logo and brand of a product based on medicinal plants, with the material (geometric pieces in two dimensions) and the instructions that will be provided to them. The pieces will be presented to the customer when he comes to the workshop. The instructions will be posted on the wall of the room and the participants will have to read them to be able to carry out the assigned task. The instructions are as follows:</p> <p>OBJECTIVE: CREATION OF A FIGURE</p> <ol style="list-style-type: none">1. Review the material you are given.2. You must have these 7 pieces to start creating the figure.3. Solve with your colleagues the incidents that make it difficult for you to start your task. Decide if you prefer work alone or in group.4. Build a figure that contains a minimum of 6 pieces. You can interchange pieces with your colleagues.5. The figure to be built must be an object that can be recognized.



ADAPTABILITY 3	
Instructions:	<p>6. If you have finished building your figure you can go help a colleague.</p> <p>7. When the facilitator concludes the activity, we will present the figure to a customer who will come and be interested in it.</p> <p>8. During the development of the figure, the facilitator may propose changes that you must follow.</p> <p>9. If you have any doubts, go to the facilitator, and ask.</p> <p>10. You have 10 minutes to do the activity.</p> <p>After half the time, a password change will be introduced that will force you to modify the creation "the figure you must create must be a reproduction of a plant and you must find a name for the product brand"</p>
Required material:	<p>several envelopes with 7 pieces of geometric shapes (Tangram), A table for each participant so that they can manipulate the pieces to make the figure.</p>
Discussion and conclusion	<p>The behavior of the participants is observed:- cares to reach the goal in the set time.- he makes sure he has understood the tasks he has to perform by informing himself and reviewing the instructions/procedure.- he is collaborative, assertive, and helpful with his/her colleagues.- accepts the changes with a positive attitude, without any sign of complaint.- does not show resistance to changing instructions, solving the tasks with equal effectiveness.</p>



ADAPTABILITY 4	
Activity name:	Boycotted order
Aim of the activity	Observe and evaluate the adaptability and responsibility, considered as critical or key in the development of the workplace of a MAPs producer developing final products
Activity type:	Written test
Participants:	up to 20
Time:	1 h
Instructions:	<p>A sheet will be passed to the participants in which the following situation will be related: "On your farm you grow and distill lavandin (<i>Lavandula x intermedia</i> var. <i>Grosso</i>), a very aromatic variety used to make fragrances. A very important perfume company you want attract as a client has commissioned you to make a scent bag with flowers enhanced with essential oil. It is a challenge for you, as you must separate part of the production to pick and dry the flowers carefully (usually you harvest in bulk). You have already started to prepare the product, and the customer changes some of his conditions: he has been told that consumers value the lavender flower (<i>Lavandula angustifolia</i>) more because it has sedative medicinal properties and has the bluest color. Faced to this situation, tell how you would act to straighten out the activity and keep the commitments without losing a lot of money, since you don't produce lavender". The participants must provide, in writing, solutions to a critical situation that may occur in the development of your work.</p>



ADAPTABILITY 4	
Instructions:	30 minutes are left to reflect and write the possible solutions on post-its. Once finished, one by one they will present the solutions and stick them on the blackboard or wall, grouping them together with similar solutions (the moderator can help). At the end you will see which options are the most popular and the pros and cons of all will be discussed.
Required material:	Pens, post-its, wallpaper/board, Paper with instructions
Discussion and conclusion	the activity should provoke:- clear presentation of ideas- creativity in the answer- induction to reflection- renewal of the assignment without having to suspend it or change it for another



ADAPTABILITY 5	
Activity name:	The salad
Aim of the activity	Observe and evaluate in participants the competencies such as interpersonal relationship and communication between peers, willingness to learn and continuous improvement, adaptability and control of emotions and organization and planning of work. At the same time, knowledge about the different agricultural business models will be tested.
Activity type:	Group dynamics
Participants:	20 max. (by pairs)
Time:	1,5 h
Instructions:	<p>Many ingredients can be used to make a salad, although depending on their availability, very varied recipes can come out. In the case of the production of medicinal and aromatic plants, the large number of species, raw materials, user sectors, as well as the production and marketing conditions to which we have access, will force us to decide what agricultural model will be most suitable.</p> <p>The participants will be divided into pairs and will receive a card with the instructions for the task to be carried out. They will have a maximum of 30 minutes to decide which agricultural model will be the most suitable for the established conditions, having a computer to be able to consult the course material and search for information on the internet.</p> <p>But the agricultural model will have some mandatory elements and the task will be made difficult by the voluntary elimination of one of the characteristics established in the initial instructions, which will put into play the adaptability of the participants to the unforeseen, as well as their creativity.</p>



ADAPTABILITY 5

Instructions:

Finally, the participants will be asked to make a forecast of what investments they should make or what capacities they should vary to increase production and deal with a greater sale of products when they start exporting, while indicating what type of information they would need to search.

Finally, each pair will do a presentation of their agricultural model and the strategy for the scaling-up.

Instructions for the participants:

“You have inherited an agricultural estate with a house and see the possibility of starting a business with medicinal and aromatic plants. The farm has 50 ha, of which only 3 are currently cultivated. The rest of the farm has plots that had formerly been cultivated but now they are plenty of bushes, most of them aromatic plants (about 17 ha) or by forests in the most inaccessible areas (30 ha). The plots closest to the house have an irrigation system, which could reach about 2 ha more. There is also a well near the old-cultivated plots, but there is no irrigation system. Naturally appearing species such as thyme, rosemary, oregano, savory, and lavender. The climate of the area is a demi-drought (about 600 mm per year, with seasonal rains, and continental climate, with an average annual temperature of 20°C, varying between -10°C in winter and 35°C in summer). The house has a large shed and agricultural machinery from the previous crop (small tractor, sowing and plowing tools, but does not have a planter and mower as this service was usually rented). There are also some corrals and some demolished tool sheds. In addition, together with the estate, the inheritance has endowed you with €15,000 in the bank.



ADAPTABILITY 5

Instructions:

Consider which agricultural model would be the best fit, which species and products you could produce, considering a few variables:

- The money received has a clause: it can only be used for activities that promote the improvement of the biodiversity of the farm.
- A endemic species grows in 25 ha of the farm (20 of forest and 5 of scrub) and environment legislation aims to protect it.
- Installations can only be built in existing buildings. To make new ones, you need to ask for permission.
- If you wanted to transform and/or make products, you would have to invest in equipment and workshops. However, you know a person working in a laboratory who could help us do some operations and records to sell the product in small quantities.
- Climate change is affecting the current weather conditions (higher temperatures, lower rain).

After 10 minutes:

In addition, since you are very entrepreneurial and have lived in the neighboring country, you think that in the medium term you could export. How should the business scale-up? what would you need to reach it?

The facilitator can interact with the participants when validating or correcting some of the steps, and can be consulted for any suggestions or doubts, but his/her instructions will be purely indicative.

ADAPTABILITY 5	
Required material:	Pens, post-its, wallpaper/board, Paper with instructions
Discussion and conclusion	the activity should provoke:- clear presentation of ideas- creativity in the answer- induction to reflection- renewal of the assignment without having to suspend it or change it for another





ADAPTABILITY 6	
Activity name:	Packaging design
Aim of the activity	Work on the soft skill of adaptability and creativity, to observe how solutions are proposed in the face of challenges and the attitude in the face of time pressure
Activity type:	Group dynamics
Participants:	12 - 21
Time:	1 h.
Instructions:	<p>The participants will be divided into three teams, each of which will represent the work team of a marketing company that will receive the task, from a perfume company, to develop a package for a new perfume. The instructions received are as follows:</p> <p>“The BIOPARFUM company, specialized in organic and sustainable perfumery (they attach great importance to environmentally friendly production, ethical and local sourcing, and the use of little water), needs to develop an attractive packaging based on recycled materials and which can then be used for other functions and not thrown in the trash.</p> <p>The client asks you, prior to the budget, a design for the packaging. You must draw it, including all the elements in as much detail as possible.</p> <p>You have agreed the client will come to collect the proposal in 30 min”.</p> <p>Once the task has started, modifications will be introduced to which the participants will have to respond. Specifically, task changes, group changes, and adding temporary pressure will be required, following the following instructions:</p>



ADAPTABILITY 6	
Instructions:	<ul style="list-style-type: none">- After 10 minutes: “The technical director of the company has called to warn that it is not a liquid perfume, but a solid lip cream-type perfume”.- At 15 minutes: “The company manager has informed that he not only wants the design of the primary packaging (the one in contact with the perfume) but also of a secondary packaging (the one that protects the previous one), and that it would be good to have a model to get a better idea”.- At 20 minutes, time pressure will be added: “only 10 minutes left to finish, 5, etc.” <p>Once the time is up, a representative from each team will present the packaging proposal, showing the packaging and its functions.</p> <p>The facilitator must be attentive when introducing the modifications, making them flexible and adapting them to the pace of the participants.</p> <p>This is a creative task and, therefore, the facilitator's role will be merely indicative and/or to clarify doubts.</p>
Required material:	sheets and cardboard, pencils and markers, miscellaneous recycling material (shoe boxes, cardboard, toilet paper tubes, plastic and glass bottles and cans of different sizes, wire, wiring, plastic caps, etc.)
Discussion and conclusion	The participants- they are concerned about reaching the goal in the set time (time control, work pace),- make contributions to undertake the new directions,- they do not verbalize complaints or doubts when the pressure of time is incorporated,- they propose an alternative in moments of blockage or doubt,- perform different tasks and/or assume different roles during the activity.

E-CREATIVITY

Creativity is a human quality, but it is not innate, but can be worked on with simple exercises. Creativity as the quality of running away from what is obvious, safe, and predictable in order to produce something that is new. Creativity in a limited sense refers to the abilities that are characteristic of creative individuals.

Creativity characteristics: fluency, sensitivity, flexibility, originality.

CREATIVITY 1	
Activity name:	Slogan
Aim of the activity	It is about promoting fluidity to generate a large number of ideas, relationships between expressions, and also to develop sensitivity in order to discover differences.
Activity type:	group dynamics
Participants:	9-20
Time:	30 min.
Instructions:	Several words are shown, and the students make meaningful sentences or paragraphs. They must build witty material, which can serve as a company slogan. Tip for facilitators: for Tag clouds can be used with Tagcrowd (https://tagcrowd.com/) where you enter a paragraph from a book or text and it automatically generates a tag cloud. Each participant will write a slogan individually during 10 min. The participants will then be grouped into 3-4 groups and each group will have to choose the best sentence.
Required material:	sheets of paper, pens, whiteboard or wrapping paper, markers
Discussion and conclusion	After 10 minutes, each group will write the chosen sentence on a board, and they will all decide on which sentences are the most creative.



CREATIVITY 2	
Activity name:	Production process
Aim of the activity	Design a well-structured production process and procurement and supply chain management, by representing it with a drawing. This activity will help to develop flexibility (ability to transform, change or reinterpret, either spontaneously or adapt a strategy to achieve the goal) and sensitivity (the ability to discover differences or mistakes and the creation of an action protocol to resolve it).
Activity type:	Group dynamics
Participants:	10-20
Time:	30-45 min
Instructions:	The participants will have to graphically represent the production process of an agricultural enterprise dedicated to the cultivation and trade of products based on medicinal and aromatic plants. It should not be a diagram but a representation with drawings. It is a collaborative work in which, based on what the first participant has drawn, they must draw the first thing that comes to mind and let the other person continue it. It is recommended to form groups of 5 to 8 people. One of the groups could be outside the room, doing another activity (or other people with no knowledge of the subject).
Required material:	wrapping paper or whiteboard, markers, or colored pencils
Discussion and conclusion	At the end of the activity, the outsiders must come in and explain what they see and the meaning of it. Thus, the participants will be able to check whether the re-presentation they have made is interpretable by everyone.



CREATIVITY 3	
Activity name:	Unusual uses
Aim of the activity	It is about promoting originality (the ability to give unusual, new, or out of the ordinary answers).
Activity type:	creative thinking
Participants:	10-15
Time:	45 min.
Instructions:	<p>Various pictures of objects are presented and pasted on the board or wall. Each student has a piece of paper with the printed images and space to write (see example in the APPENDIX).The students are asked to write in the first column, for 5 minutes, uses that could be given to each object, that are not the usual ones, and to note them on post-its.After time is up, they say aloud the uses for each object, and stick the post-it's under each object on the board (the facilitator can orient to group similar uses).Then, you will need to focus on the object that has had the least number of new uses, and brainstorm in the second column, writing down all the words that you can think of. It doesn't matter if the terms that come to mind are directly or indirectly related. After 5 minutes, close the umbrella with all the words and phrases that have jumped out, they will be written on post-its and stuck in another space on the board.The time has come to group the concepts, analyze them, and choose some new use. This dynamic can be done together: the students give instructions to the facilitator on how to group concepts and propose uses, which the facilitator will stick to the previous list.</p>



CREATIVITY 3	
Required material:	10 cards with images of MAPs products (you can search them in Wikicommons; see example in the ANNEX), post-its, board, adhesive tape, paper with the list of images printed (one per participant)
Discussion and conclusion	Finally, you can see how collaboration and organization facilitate the interpretation of ideas.

Creative





CREATIVITY 4	
Activity name:	Thinking hats
Aim of the activity	This technique by the psychologist Edward de Bono puts the workings of the human mind on stage, they create a metaphor with 6 hats that serve to observe reality from a different prism. Thus, a different color is applied to each type of vision and ideas are valued from all perspectives. In the business world, this technique is put into practice to generate creative ideas.
Activity type:	group dynamics
Participants:	6 - 24
Time:	1 h
Instructions:	<p>The participants will be divided into groups of 6 and will be asked to think of an idea for a stand at the most important international fair on essential oils where they will have to promote the association of producers of aromatic plants, they are part of to get potential customers. To develop the idea, they will follow the process of the six hats, where each one will have a function. 6 cards of different colors will be randomly distributed, corresponding to each hat.</p> <p>The technique is that a concept passes through different hats (10 minutes maximum per each step):</p> <ol style="list-style-type: none">1. White hat, you must start with an initial idea.2. Yellow hat, you must analyze the benefits it has.3. Black hat, you must detect the disadvantages of the initial idea.4. Green hat, you will propose alternatives to the concept you are developing.

CREATIVITY 4	
Instructions:	<p>5.Red hat, you must determine the feelings produced by the idea.</p> <p>6. Blue hat, you must control and summarize the steps you must take to achieve the task success. Each one should write down the ideas in a paper, to check, if necessary, during the process.</p>
Required material:	cards of different hat colors with the order number and instructions written on the other side, blank paper, pens.
Discussion and conclusion	Finally, the white and blue hat of each group will explain the initial and final idea to the rest of participants, in order to see how the human mind works to generate creative ideas.





CREATIVITY 5	
Activity name:	Vedi Vinci (See and Win)
Aim of the activity	One of the geniuses that has given the history of mankind is, Leonardo Da Vinci. He also left an applicable legacy for achieving good business ideas. Da Vinci evoked to use concentration to escape and abstract from work for 10 minutes. From that moment on, the key is to draw everything that comes to mind while you are thinking about your company, project, or work sector.
Activity type:	Creative thinking
Participants:	individual work
Time:	30 min.
Instructions:	First, a 10-15-minute video will be shown (e.g., related to the use of new technologies in agriculture). Afterwards, the students will have to draw everything that comes to mind, without thinking about anything, letting their imagination guide them in a moment of relaxation. The activity must be done in silence and can be accompanied by some quiet music (you can choose one that lasts 10 minutes).After these 10 minutes, everyone will have to take their time and analyze the reason for each scribble.
Required material:	blank paper, markers
Discussion and conclusion	Trying to find links between the drawings is interesting to be able to express what you haven't found a way to do with words. This methodology is highly recommended for those who find it difficult to convey an idea. So, if you're an entrepreneur short on words, this methodology will be useful for developing your future launch.



CREATIVITY 6	
Activity name:	Toolbox
Aim of the activity	We must be able to give meaning to what we want to do. We must make decisions. We must have an open mind to look for alternatives so that the decision you make is the most effective.
Activity type:	game
Participants:	individual work
Time:	30 min
Instructions:	Write an idea related to a business around aromatic and medicinal plants and break it down into its basic elements and look for each element's characteristics. To finish you need to make combinations: you randomly select 4 numbers. You connect each basic element with arrows according to the order of the chosen numbers, and those will be the characteristics of your business. Develop the ideas according to these premises.
Required material:	sheet with a table for basic elements, large sheet with an example (see ANNEX), pens
Discussion and conclusion	The more you focus the information the more creative you are. You have to get out of your comfort zone and force creativity.



EXAMPLE	IDEA: Make a visual copy of the manufacturing instructions			
	colours	images	shapes	spacial location
1	one	homemade photos	geometric figures	Right / Left
2	two	internet photos	clouds	Up / Down
3	many	schematic drawings	arrows	Inside / Outside
4	none	paintings	lines	Big / Small
5	markers	symbols	diagrams	front / back
6	paint	logos		far / near



F-WORK ETHIC

Work ethic is an attitude of determination and dedication toward one's job. Those with a strong work ethic place a high value on their professional success. They exhibit moral principles that make them outstanding employees in any position. If you have a strong work ethic, you believe in the importance of your job and typically feel that hard work is essential to maintaining a strong character.

Work ethic characteristics: reliability, dedication, discipline, productivity, cooperation, integrity, responsibility, professionalism.

WORK ETHIC 1	
Activity name:	Stringing words together
Aim of the activity	Reflect in groups on the concepts of ethical work
Activity type:	game
Participants:	5-20
Time:	20-30 min.
Instructions:	<p>We will divide the participants into small groups of 5-10 people.</p> <p>Each small group will have a piece of wrapping paper and each participant a marker. Each participant must stand around their wrapping paper, where a large word will be written. When reading the big word, each participant will have to think of a new concept (it can be a new word, phrase, idea... that comes to mind).</p> <p>This dynamic aims to be a brainstorm; therefore it is important that when it starts, the pace is fast. Once each participant has written a word, he stands in the place of his partner on the right, so that right in front of him is written the word that his partner initially wrote. Then he must write a word that comes to mind when reading the big initial word plus that of his partner.</p>



WORK ETHIC 1	
Instructions:	<p>In this way we will keep rotating until we get back to the first word we wrote. It is then a matter of reading aloud all the words that each group has written and seeing if they can be related, if they are opposites and what they contribute to the initial concept.</p> <p>The small groups can all work on the same word, or different ones.</p> <p>The words we propose to work on are:</p> <ul style="list-style-type: none">- reliability,- dedication,- discipline, -- productivity,- cooperation,- integrity,- responsibility,- professionalism- sustainability- quality assurance- requirements- good practices- traceability- trust- social responsibility- food safety- competition- environmentally friendly- regulations- paperwork <p>We can propose the activity again after having worked on the topic with the same group and contrast the two versions.</p>
Required material:	Wrapping paper, thick markers
Discussion and conclusion	Once the activity is finished, we can close it by asking the following question as a way of reflection: Do I value inequality negatively and diversity positively? Or do I tend to mix concepts?



WORK ETHIC 2	
Activity name:	I legislate you, you legislate me
Aim of the activity	Realize how we decide rights and duties based on whether they are for ourselves or for someone else. Reflect on the aspects to consider when assessing rights and duties.
Activity type:	Group dynamics
Participants:	9-21
Time:	1 h
Instructions:	<p>The group is divided into 3 stakeholders: A. Farmers, B. Industry and C. Consumers (see the characteristics of each one in the attached sheets) and explanations of the development of the activity are given to each subgroup separately. The first part of the activity will be worked on by each subgroup in a different room. The moderator explains to each group what it is described in each sheet.</p> <p>Development: groups have 15 minutes to prepare the rules of coexistence of the MAPs sector (e.g., production of herbal teas) that they have had to legislate. They will write on a card the five rights and the five duties of sector that they are legislating. Once done, the three groups meet in the same classroom and explain to the members of the other groups what their rules of coexistence are. They will also explain the main characteristics of sector groups (the "A" will explain those of "B" and they will explain the characteristics of "A"; B to C to B; A to C to A.</p>



WORK ETHIC 2	
Instructions:	<p>When the presentations have been made, it is explained that the rules of coexistence that they have made for the other group are to be applied to the own group.</p> <p>Sheet 1. Characteristics of Farmers. They are family farms, owned and operated by a single family or a small group of individuals. They are often small to medium in size and rely on traditional farming methods.</p> <p>Sheet 2. Characteristics of Industry. They are medium sized enterprises that elaborate natural products based on MAPs. The rules for sourcing are “to have the best quality at the lower price, and to reach the maximum market selling economic products with a good marketing strategy”.</p> <p>Sheet 3. Characteristics of consumers. In relation of the natural products, they aim to have quality and reliable products, safety and effective, and they are more and more concerned about the climate change and the biodiversity conservation.</p>
Required material:	Cardboard, markers
Discussion and conclusion	<p>Once the activity is finished, the teacher asks if they would change any rights or duties if they knew that they should apply to themselves. He also asks if it is necessary to make different rights and duties and norms of coexistence for A, B and C, considering that they are very different sociological realities.</p> <p>You can also encourage the discussion with these questions:</p> <p>What elements do we consider when deciding rights and duties for "others"?</p> <p>Do you think that whoever decides rights and duties currently considers the different sociological realities?</p> <p>How can we guarantee that these rules of coexistence are respected and fulfilled at the same time, if we do not consider the differences between social classes?</p> <p>Does it change my perspective if I have to apply the rights and duties, I defend to myself, to my group or to another?</p>



WORK ETHIC 3	
Activity name:	Co-drawing
Aim of the activity	Explore new ways of communication beyond the oral one. Create complicities among the members of the group.
Activity type:	Game
Participants:	2-20
Time:	30 min.
Instructions:	<p>It is about dividing the group into pairs, to each of which we will give a piece of paper and a marker. In each pair there will be one person who will guide the drawing while the other is guided; at the end of the drawing, we will switch roles. They are invited to decide in advance what image they want to represent, related to medicinal and aromatic plants. We must stand facing each other with the sheet in the middle. We will take the marker together: the one who guides will take the initiative, while the one who lets himself be guided will draw with his eyes fixed on the eyes of his partner and without looking at the paper at any time. This activity can be done with relaxing background music.</p>
Required material:	Papers and markers
Discussion and conclusion	<p>Once this part of the activity is over, and when everyone has been guided and guided, we will comment on how they felt at each moment. Did we imagine what we were drawing? Did we feel like verbally sharing what we were feeling? What did we like more, guiding or being guided? Is a gesture worth a thousand words? Is it difficult for me to create genuine complicities? Do I feel comfortable when I am very close to another person?</p>



WORK ETHIC 4	
Activity name:	The Flagship product
Aim of the activity	Assess the consequences of uncompromising individual positions on the functioning of the group. Find negotiation strategies for the development of a common goal. Simulation game that reproduces a conflict in the realization of a community work. Participants must resolve the conflict through dialogue, negotiation, and other tools, and then reflect on these. The activity allows us to assess the consequences of uncompromising individual positions and reflect on how to achieve a common goal through cooperation.
Activity type:	group dynamics
Participants:	12-24
Time:	1 h
Instructions:	<p>Preliminary phase: (10 minutes)</p> <p>Before starting the activity, the teacher explains to the students that they have received an assignment in which they must prepare a work of a flagship product of a natural park based on MAPs. Several species grow wild in the park (lavender, thyme, and St John's-wort). The development must be collective among different stakeholders of the value chain, but all of them have some demands or limitations.</p> <p>The roles that the participants will play during the game are then distributed at random. The teacher supplies the materials (if applicable) and the explanations for each role. The roles to be distributed are:</p>



WORK ETHIC 4

Instructions:

- You are a wild harvester in the park and you only collect thyme and St John's-wort.
 - You are a bio farmer located in the park that cultivates oregano and calendula
 - You are a farmer located outside the park that cultivates a variety of lavender that is more fragrant than the wild one.
 - You are the creative of the group and you want to develop your idea.
 - You are the owner of a dryer, but it is occupied during all summer for your own purposes.
 - You are the owner of a distillation unit and you do not want to rent it.
 - You are an ecologist and you do not want that wild collection leads to overexploitation and to increase the number of crops in the park that cultivate other species not present in the wild
 - You are a cosmetic formulator, and you have your own ideas about the type of product
 - You are a packaging provider, and you only work with paper.
 - You have a very dialogical attitude
 - Everything seems fantastic to you
 - You often get nervous
 - You find it difficult to accept the proposals of others who are not specialists
 - You are always in a "good mood".
 - You are often in a bad mood or "pass" everything
 - You like to command
 - You want to finish quickly and reach an agreement among all
- Important considerations:
To carry out this activity it is better to divide the class group into 2 or 3 subgroups of between 6-8 students.
Game phase: (35 minutes)
The group enters the game space and begins to discuss what they want to build initially and how they will carry it out.



WORK ETHIC 4	
Instructions:	<p>Carrying out the debate (10 minutes): Together they decide that they want to develop, without exchanging the tips that have been given to them. We indicate that they must start with the development of the product by drawing it, listing the ingredients, indicating the use, deciding the branding, and explaining why this product represents the park .</p> <p>Realization of the product (25 minutes): The product is developed among all the students who begin to act according to the roles they have previously received. Initially, the teacher directs them to decide how they will organize themselves.</p> <p>Some important considerations: The teacher must stay away from individual decisions and behavior. It is possible that the young people do not compromise on their initial positions, it is possible that they remain paralyzed and do not do "the joint work". Then and depending on the time, either it is promoted that they negotiate, or it is taken as an opportunity to stop and start the final reflection.</p>
Required material:	Cards with roles, scissors, colored cardboard, paper sheets, glue stick, colored markers.
Discussion and conclusion	<p>Based on the conflict created and the subsequent resolution or not, we carry out a small debate, which leads us to the talk we will have afterwards about what cooperative work is and what characteristics a group must have to be able to carry it out. Some questions to start the debate can be: Has it been difficult to work? What conflict have we encountered? Have they resolved the conflict correctly? In what ways could it have been resolved? How should conflicts not be resolved? How has individual and uncompromising stances affected the group? Did you know how to negotiate?</p>



WORK ETHIC 5	
Activity name:	Organization of groups
Aim of the activity	Getting to know ourselves within a group. Observe the functioning of the group. Prioritize tasks, and create systems to stay organized.
Activity type:	Group dynamics
Participants:	10-20
Time:	1 h
Instructions:	<p>It is suggested to the group that, in a maximum time of 3 minutes, they freely organize themselves into subgroups of 5 people. First group: It is explained to the participants that they have 15 minutes to be with the group. During this time, they have to organize a team for a new agri-business of Medicinal and Aromatic Plants (from production to sales), as long as they do it in a small group and without leaving the space. 1st group change: After 15 minutes it is announced that two people from each group will have to change groups and become part of another immediately. It is important not to give more directions. When the new groups have been formed, they are given 15 minutes to reorganize the working team in the small group. 2nd group change: After a while they are told the same thing again. Two people from each group must leave to go to another group. They are given 15 minutes to be in a small group.</p>
Required material:	--



WORK ETHIC 5

Discussion and conclusion

A sharing of the lived experience begins based on the following questions:

- Organization of the groups: How were the initial groups created: by personal affinity, at random, by physical proximity...? Why was it done this way? What are the advantages and disadvantages of different methods of forming groups? Did everyone feel comfortable? Has anyone felt left out?
- Leadership: What has been the role of each of you within the groups: has it adopted an active, passive role...? Has it been the same for boys as for girls? When it was necessary to change groups, what was your role (I volunteered, I waited for others to decide for me...)? Have you kept the same role in all the groups you've been a part of? Has it been functional? Did you all think the role assumed by each one was correct? Have there been changes in group leadership when members have changed?
- Group feeling: Have alliances and feelings of belonging been created within the group? How was the change of groups resolved? What criteria were used to decide who had to leave? Have the changes been welcomed, or have they been accepted with difficulty? How did those who left feel? How were the newcomers welcomed? Has there been anyone who has remained in the same group throughout the activity? And someone who has always changed?



WORK ETHIC 6	
Activity name:	From the line to the circle
Aim of the activity	Observe the complexity of people, beyond stereotypes. Debate and question the stereotypes of "femininity" and "masculinity".
Activity type:	Group dynamics
Participants:	20 max.
Time:	1 h
Instructions:	<p>Define the characters: A Craftswoman artist is stuck to the right of the wrapping paper, and a Businessman to the left. Boys and girls look for adjectives that define the Craftswoman artist and adjectives that define the Businessman. Then they look for their favorite activities and finally some future projects of the two characters (they will get married, have children...). They are written in the form of a list below.</p> <p>Identification on the line: A line is drawn between the the Craftswoman and the Businessman, and the boys and girls are asked to write their name at a point on the line, depending on which of the two characters they feel closer to.</p> <p>Creating a circle: On a second piece of wrapping paper, draw a large circle. Inside, the information from the previous lists is written, in different points distributed throughout the space and in an untidy manner.</p> <p>Identification in the circle: The boys and girls write their name on the outside of the circle, and with a marker they draw lines that relate their name to all those elements of the circle that identify them.</p> <p>Notes: Instead of the figure of a Craftswoman artist and a Businessman, a Knight and a Princess, a Footballer and a Model, etc. could be used.</p>

WORK ETHIC 5	
Required material:	Drawing of a Craftswoman artist and a Businessman, wrapping paper, markers.
Discussion and conclusion	The result of the identification is observed in the line and in the circle. It is asked in which of the two exercises they feel better explained. Because? Why are artists "feminine" and businessman "masculine"? And what are we, "feminine woman / feminine man / masculine woman / masculine man"? Is "femininity" valued in the same way as "masculinity"? Do these stereotypes help us or complicate our lives?



G-ENTREPRENEURSHIP

Entrepreneurship 1	
Activity name:	HUMAN BINGO
Aim of the activity	This activity aims to demonstrate the significance of communication in problem-solving, team strengthening, and cultivating effective communication within the team.
Activity type:	Communication and Team Building
Participants:	10-20
Time:	15 - 30 min.
Instructions:	Distribute pre-prepared Human Bingo charts to each participant. Instruct participants to talk to each other, attempting to find a person with the characteristic mentioned in the questions, and write the name of the person they found across from that box. Warnings: The same person's name cannot be written three times on the chart. The goal is for each participant to talk to as many others as possible, learning some personal characteristics. The first to complete the chart shouts "Bingo" and wins the game.
Required material:	Bingo Template Pen



Ask these questions to everyone in the room and write the names of individuals who have done or are currently doing the specified activities or situations in their lives under each box. The person who completes all the boxes earliest wins the game.

EXAMPLE	IDEA: Make a visual copy of the manufacturing instructions			
	Someone who can sing well	Someone who has more than 6 letters in the name	Someone who can play table tennis	A person from Spain
1	A person from Türkiye	Someone who can speak more than one foreign language (except for English)	Someone who can play a musical instrument	Someone who likes drinking mint tea
2	Someone who has participated in an entrepreneurs hip programme	Someone who has watched "Social Network" movie	Participated in a voluntary activity	Someone who likes computer games
3	A person from Poland	Someone who can dance	Someone who has been to South America	Someone who paints well
4	Someone who likes the smell of Lavender	Someone who plays chess	Somone who has been to Türkiye before	A person from Serbia

Entrepreneurship 2	
Activity name:	FOLLOW ME (STORY CREATION)
Aim of the activity	Creative thinking
Activity type:	Collaborative Storytelling
Participants:	5-20
Time:	10 - 15 min.
Instructions:	Gather participants in a circle and initiate a story by creating a sentence. Each participant, in turn, continues the story with a sentence. For example, the story can be initiated with a sentence, learning about participants' thoughts, and expectations regarding the statement. Alternatively, depending on the theme of the training or session, an empathy statement, or a case example related to the topic can be used.
Required material:	-



Entrepreneurship 3	
Activity name:	TWO TRUTHS AND A LIE MIXER
Aim of the activity	The activity aims to encourage a sense of connection by inviting participants to share their personal and professional experiences.
Activity type:	Icebreaker
Participants:	5-20
Time:	20 - 25 min.
Instructions:	Each participant generates two true statements and one false statement related to what they have learned about entrepreneurship training. In a circle, participants take turns sharing their three statements. After each sharing, the group guesses which statement is the lie. Encourage brief explanations post-reveal to provide insights into each participant's background.
Required material:	-





Entrepreneurship 4	
Activity name:	BIZTALK BALL TOSS
Aim of the activity	The activity aims to promote engagement and interaction while discussing B2B and B2C entrepreneurial examples.
Activity type:	Pitch and Pass
Participants:	10-20
Time:	15-20 min.
Instructions:	<p>Arrange participants in a circle, ensuring everyone has a clear view of each other. Start with a soft ball, which will be referred to as the "BizTalk Ball." The person holding the BizTalk Ball begins by sharing an example of a B2B (Business-to-Business) entrepreneurial venture or concept. They should provide a brief explanation or description. After sharing the example, the participant tosses the ball to another participant in the circle, prompting them to share a different B2B example or respond to the previous one. Continue the process, allowing each participant to share an example and toss the ball to the next person. Repeat the cycle for B2C (Business-to-Consumer) examples, ensuring each participant contributes to the discussion. Encourage participants to ask questions or provide insights after each example is shared. The game continues until everyone has had a chance to share and engage in the discussion.</p>
Required material:	<ul style="list-style-type: none">-Ball-Timer or stopwatch

H-BUSINESS MODEL

BUSINESS MODEL 1	
Activity name:	AROMA MIXER
Aim of the activity	The aim of the activity is to introduce the concept of modifying aromatic plants for business opportunities.
Activity type:	Aromapreneurship Activity
Participants:	5-20
Time:	30-35 min.
Instructions:	Place various aromatic plants or essential oils in containers. Blindfold the participants and let them smell each sample one at a time. Encourage participants to discuss and brainstorm potential business ideas related to these aromas. Emphasize creativity and encourage participants to think beyond traditional uses of aromatic plants. Each participant should share their business idea with the group, highlighting the unique aspects inspired by the scents.
Required material:	Various aromatic plants or essential oils Blindfolds





BUSINESS MODEL 2	
Activity name:	FOUR QUADRANT ACTIVITY
Aim of the activity	The aim of this icebreaker game is to serve as an effective team-building activity.
Activity type:	Interactive Team Building
Participants:	5-20
Time:	30 - 40 min.
Instructions:	Provide each participant with a piece of flip chart paper and markers. Instruct participants to divide their flip charts into four quadrants. Ask them to draw their responses to four questions. Allow approximately 5-10 minutes for individual work. Then, regroup and give each person 5-10 minutes (depending on the time frame) to share their graphics and responses with the group. Sample Questions: How can I contribute to the success of this team? What support or assistance do I require from the team? What are your interests or hobbies that might contribute to our endeavours? What are you expecting from this team? Users can sketch their quadrants on paper and hang them on the walls.
Required material:	Flip chart paper and marker Blue tack



BUSINESS MODEL 3	
Activity name:	GALLERY WALK
Aim of the activity	The activity aims to foster active discussion and observation of various business models.
Activity type:	Business Model Canvas Exploration
Participants:	5-20
Time:	20-40 min.
Instructions:	<p>Participants are divided into groups, and each group is assigned a specific business to complete a Business Model Canvas. They place colored sticky notes in the corresponding sections of the Business Model Canvas Template (Key partners, key activities, key resources, value proposition, customer relationship, channels, customer segments, cost structure, revenue streams). Following this, the completed canvases are displayed around the room. Participants engage in a gallery walk, carefully observing and taking notes on the distinct business models presented. The activity concludes with a group discussion.</p>
Required material:	<p>Printed Business Model Canvas templates Large paper or flip charts for displaying completed canvases Sticky notes</p>





BUSINESS MODEL 4	
Activity name:	PITCH AND CATCH
Aim of the activity	The activity aims to enhance communication skills and encourage participants to briefly convey their entrepreneurship ideas.
Activity type:	Pitching Exercise
Participants:	5-20
Time:	15-20 min.
Instructions:	Participants need a timer or stopwatch to time their pitches. Participants pair up and give participants time to develop their business pitch. The first person has a set time (e.g., 1 minute) to pitch their business idea to their partner. The partner listens actively and summarizes the key points they have gathered from the pitch. Partners switch roles, and the process is repeated. They will be switching partners after each pitch. After both participants have pitched and caught, they introduce business ideas to the larger group, highlighting key points. At the end, ask the participants what they have learnt during the activity.
Required material:	Timer or stopwatch



I-DESIGN THINKING

DESIGN THINKING 1	
Activity name:	PROBLEM PLANTING
Aim of the activity	The activity aims to introduce the problem-solving aspect of Design Thinking and foster empathy for user needs.
Activity type:	Hands on activity
Participants:	10-20
Time:	30-40 min.
Instructions:	Provide each participant with a small plant and a card. Instruct participants to personify the plant, considering it as a user with unique "problems" and needs. They can search for information on the internet. Allow time for individual contemplation. Participants write down the identified problems and needs of their "plant personas" on the provided cards. Form small groups and facilitate a discussion where participants share the identified problems of their plant personas. Conclude with a group discussion.
Required material:	Small aromatic plants or plant cuttings Planting materials (soil, small pots) Markers and cards



DESIGN THINKING 2	
Activity name:	CRAFTING A VISUAL REPRESENTATION
Aim of the activity	The aim of this activity is to introduce participants to visual thinking and illustrate the importance of communication.
Activity type:	Visual Communication
Participants:	10-20
Time:	15-20 min.
Instructions:	Pass out paper and markers to each participant. Ask the participants to illustrate a step-by-step representation of a specific action (e.g. how to draw a toast, how to plant a tree...)The participants have 5 minutes to work on their diagram. When they complete their drawings, they post them on the wall for everyone to see. Ask the participants to share any observations or insights they have about the various drawings. They have a discussion about the similarities and differences in their depictions of a process.
Required material:	Blank sheets of paper Markers or colored pencils Blue Tack





DESIGN THINKING 3	
Activity name:	SIX THINKING HATS
Aim of the activity	The aim of this activity is to enhance collaboration, communication, and problem-solving skills within the group.
Activity type:	Collaborative Problem Solving
Participants:	10-20
Time:	20-30 min.
Instructions:	Distribute cards representing different personality types to participants (e.g., leader, analytical thinker, creative thinker, team player, detail-oriented, etc.). Reflect a picture of a truck stuck under bridge. In accordance with their given personality roles, participants are required to devise a strategy to free the stuck truck and create a plan for removing it from under the bridge. Each personality type contributes uniquely to freeing the stuck truck. For instance, the leader can guide the team, the analytical thinker can analyse the problem, the creative thinker can suggest alternative solutions, the team player can encourage collaboration, the detail-oriented person can focus on specific details, and so on. When the group successfully frees the stuck truck after a specified time, they discuss the contributions of each personality type and the dynamics within the team.
Required material:	Cards representing different personality types Stuck truck image

DESIGN THINKING 4	
Activity name:	PROTOTYPE PARFUME MIXER
Aim of the activity	The aim of this activity is to encourage collaboration and ideation by creating a group-sourced prototype perfume.
Activity type:	Experimental activity
Participants:	5-20
Time:	20-30 min.
Instructions:	Participants receive various aromatic elements. In small groups, they collaborate to create a unique prototype perfume blend. Each group presents their blend, explaining the choices made during the blending process.
Required material:	Aromatic plants or essential oils Blending materials (small containers, pipettes)



DESIGN THINKING 5	
Activity name:	SCENT STORYBOARDING
Aim of the activity	The aim of this activity is to integrate storytelling into the design process by creating scent-inspired storyboards.
Activity type:	Storytelling
Participants:	5-20
Time:	15-30 min.
Instructions:	Participants receive their prototype perfume sample from the previous activity. Using storyboarding materials, they create a visual storyboard that incorporates the assigned scent into a user experience or product design such as the shape and material of the bottle, the colors they use, the slogan they want to attract their customer with. Groups share their storyboards, emphasizing the emotional impact of scents.
Required material:	Prototype parfum blend Storyboarding materials (paper, markers)





DESIGN THINKING 6	
Activity name:	ACROSTIC EXPRESSION
Aim of the activity	The aim of this activity is to motivate participants to reflect on key terms regarding entrepreneurship and express their thoughts creatively through acrostic poems.
Activity type:	Creative Expression
Participants:	5-20
Time:	20-30 min.
Instructions:	Start the activity with energetic music. Ask the participants to write down the terms/phrases related to “entrepreneurship”. Divide the participants into small teams of 3-4 members each. Provide each team with large sheets of paper. Ask each team to choose one term/phrase related to entrepreneurship from their list. Instruct them to create an acrostic poem using the chosen term/phrase. Encourage participants to use their imagination and have fun with the process. Participants share their acrostic poems with the other groups. Facilitate a group discussion after the presentations. Have a group discussion after the presentations. Ask participants how they have felt while trying to express entrepreneurial terms/phrases through acrostic poetry.
Required material:	Large sheets of paper Markers or colored pencils

DESIGN THINKING 7	
Activity name:	EMPATHY MAPPING
Aim of the activity	The aim of this activity is to enable participants to gain a deep understanding of the user's perspective, needs, and emotions related to a specific problem.
Activity type:	Empathy Mapping Session
Participants:	10-20
Time:	15-20 min.
Instructions:	Give participants empathy map templates which have a 4-quadrant structure, with designated areas for "See," "Think," "Feel," and "Do." Provide specific user/customer personas along with problem statements. Give information to the participants about these personas including demographics, behaviours, and goals. Ask the participants to fill in each quadrant by focusing on the problem statement. Participants share their empathy maps with each other.
Required material:	A3 paper Markers



J-SALES STRATEGIES FOR STARTUPS

SALES STRATEGIES FOR STARTUPS 1	
Activity name:	GIANT JENGA
Aim of the activity	The activity aims to encourage active participation and foster interpersonal interaction.
Activity type:	Engagement Game
Participants:	5-20
Time:	20 - 25 min.
Instructions:	Create a giant Jenga set and attach a number to each block. Prepare a list of questions indicated by numbers. As participants pull a block, they answer the corresponding question. The question will involve a funny object that the participant must creatively sell. The aim is to prevent the Jenga tower from collapsing while answering the questions.
Required material:	Jenga Pen or paper





SALES STRATEGIES FOR STARTUPS 2	
Activity name:	PROTOTYPE HERBAL TEA BLEND
Aim of the activity	The aim of this activity is to foster collaboration and enable participants to explore a prototype herbal tea blend created collectively in small groups.
Activity type:	Experimental Activity
Participants:	5-20
Time:	30 - 45 min.
Instructions:	Provide participants with various medicinal and aromatic plants (MAP). In small groups (3-4 members each), participants collaborate to create a unique prototype herbal tea blend. Teams, excluding their own blends, participate in a tasting session to evaluate the aroma, flavor, and overall sensory experience of herbal teas prepared by other teams. Participants record their observations and preferences for each tea blend, considering factors such as aroma intensity, flavor complexity, and overall balance. Following the tasting session, a group discussion takes place. Teams share their findings and collectively identify the best herbal tea blend based on sensory analysis.
Required material:	Various MAPs Tasting cups, utensils and tea infuser Evaluation sheets for recording sensory observations

SALES STRATEGIES FOR STARTUPS 3	
Activity name:	CUSTOMER PROFILING
Aim of the activity	The aim of this activity is to enable participants to develop detailed, representations of ideal customers for a business and to gain a deeper understanding of their target audience.
Activity type:	Persona Development
Participants:	5-20
Time:	15-20 min.
Instructions:	Organize participants into groups of three, with each group receiving information related to a specific product, (e.g. Medicinal and Aromatic Plants), along with a template for crafting customer personas. The template includes sections for demographics, goals, challenges, behaviours, and preferences. Within their groups, participants create detailed and specific customer personas based on the provided information. The teams write down their description on the template. Each group then presents their developed customer personas to the rest of the class.
Required material:	A3 paper Markers, and pens Printed templates for customer persona creation



SALES STRATEGIES FOR STARTUPS 4	
Activity name:	COMPETITOR ANALYSIS GAME
Aim of the activity	The aim of this activity is to enable participants understand competitors in the market and encourage strategic thinking.
Activity type:	Analytical Thinking
Participants:	5-20
Time:	15-20 min.
Instructions:	Divide participants into teams. Provide each team with an aromatic plant. Ask them to find at least three producers in manufacturing the same product and emphasize the strengths and weaknesses for each competitor. Each team presents its competitor analysis. Discuss how a deep understanding of competitors is essential for entering the market.
Required material:	Flip charts or whiteboards Markers Presentation tools (optional)



K-SWOT ANALYSIS

SWOT ANALYSIS 1	
Activity name:	CONSTRUCTING A SPAGHETTI TOWER
Aim of the activity	The aim of this activity is to promote teamwork, creativity, and problem-solving skills among participants.
Activity type:	Team Building and Creativity
Participants:	15-20
Time:	20-25 min.
Instructions:	Divide participants into small teams of 3-4 members each. Provide each team with a set of spaghetti, tape, string, and blue tack. Ask them to build the tallest freestanding structure using the given materials. Encourage teams to discuss and plan their structure before starting the construction. Each team presents their structure to the rest of the participants. Teams share insights into their decision-making process and any challenges faced during construction.
Required material:	Spaghetti, tape, string, and blue tack Timer Prizes for the tallest structure and most creative design (optional)



SWOT ANALYSIS 2	
Activity name:	BOTANICAL SPY
Aim of the activity	The aim of this game is to enhance participants' knowledge of medicinal and aromatic plants.
Activity type:	Team Building and Creativity
Participants:	15-20
Time:	15-20 min.
Instructions:	<p>Hang pictures of medicinal and aromatic plants (MAPs) on the walls. Prepare a list that matches the pictures of MAPs. Select one participant to be the "Botanical Spy" for the first round. The Botanical Spy silently chooses one plant from the list and provides a clue about it based on the visual. For example, "I spy with my little eye, a plant with that is commonly used in culinary dishes." Other participants take turns guessing the plant based on the clue provided. In case the group needs more information, the Botanical Spy can give one more clue, such as "I spy with my little eye something beginning with G." Once the correct plant is guessed, a new round begins with another participant.</p>
Required material:	<p>Pictures of medicinal and aromatic plants List of medicinal and aromatic plants written on a flip chart</p>





SWOT ANALYSIS 3

Activity name:	AROMA QUEST SCAVENGER HUNT
Aim of the activity	The aim of the Aroma Quest Scavenger Hunt is to combine a traditional scavenger hunt with the sensory experience of discovering and identifying MAPs.
Activity type:	Outdoor Scavenger Hunt with Botanical Exploration
Participants:	5-20
Time:	30-60 min.
Instructions:	Divide participants into teams and provide each team with a map of the designated area. Explain any symbols or markers on the map that will guide them. Provide each team with a picture of aromatic plants they need to find and an identification guide or sheets with information on each plant. Instruct the participants to find the hidden images of designated aromatic plants in specific locations within the given area. Teams use the maps to navigate to different locations where picture of aromatic plants are located. They identify and collect samples while referencing the identification guide. Once teams have completed the Aroma Quest, participants gather, and the participant who found the most hidden objects is determined.
Required material:	Pictures of aromatic plants to be found Identification guide or sheets for aromatic plants Maps of the designated area (physical or digital) Stopwatch or timer



SWOT ANALYSIS 4	
Activity name:	CLOSING TRIVIA
Aim of the activity	The aim of this activity is to reinforce participants' knowledge of key concepts related to the topics of the training.
Activity type:	Reinforcing Knowledge
Participants:	3-10
Time:	5-10 min.
Instructions:	Prepare a set of trivia questions related to the topic participants have covered during their training. The participants take the quiz through one of the tools given below. After they answer the questions, provide explanations and insights related to the correct answers.
Required material:	Applications i.e. 1. Mentimeter 2. Slido 3. Kahoot



ANNEXES

ADAPTABILITY 2			
Plants	Production	Trade	Products
Thyme	breeding	GACP	condiment
Basil	multiplying	GMP	herbal tea
oregano	sowing	certification	infused oil
lavender	planting	regulation	drug
St.Johnwort	watering	customs	herbal liqueur
Calendula	fertilizing	sustainability	seasoning
arnica	weed control	ethical sourcing	nutraceutical
juniper	fumigation	environmental responsible	flavored vinegar
fennel	harvesting	export documentation	moisturizer



ANNEXES

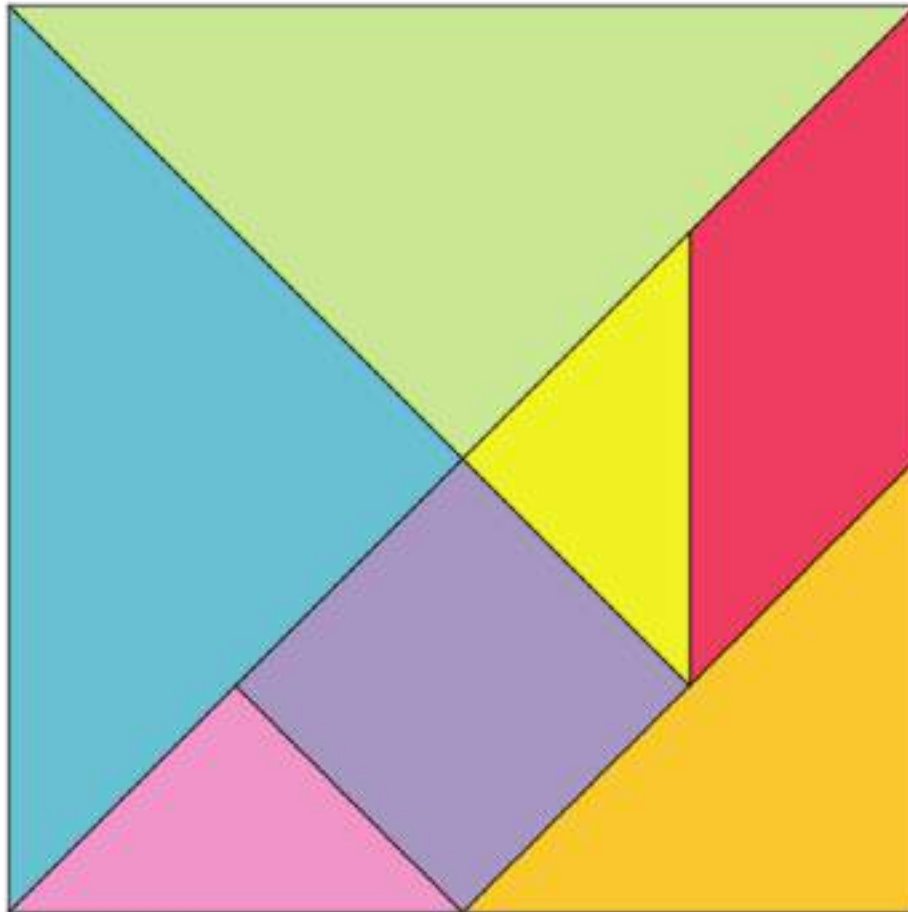
ADAPTABILITY 2			
Plants	Production	Trade	Products
lemon balm	plowing	quality control	extract
elder	soil management	fair trade	fragrance
mint	drying	CITES	flavor
black pepper	distilling	shipping logistics	essential oil
cardamom	extracting	e-commerce	essence
vanilla	mixing	exhibition	hydrolat
mate	decontaminating	packaging	makeup
nutmeg	packing	branding	soap
star anise	labelling	retailer	perfume



ADAPTABILITY 2			
Plants	Production	Trade	Products
cayenne	storage	wholesaler	shampoo
saffron	cleaning	distribution	balm
turmeric	milling	trends	decoction
mustard	grinding	customer	maceration
ginger	sieving	demand	tincture
cumin	cutting	market	elixir

ANNEXES

ADAPTABILITY 3



ANNEXES

CREATIVITY 3

Images	Unusual uses	Brainstorming
https://commons.wikimedia.org/wiki/File:Salt,_sugar_and_pepper_shakers.jpg		
https://commons.wikimedia.org/wiki/File:A_tea_pot.jpg		
https://commons.wikimedia.org/wiki/File:Perfume_set_from_Sovjetunio_cca_1965.jpg		
https://commons.wikimedia.org/wiki/File:Risipolept_tablets.jpg		

ANNEXES

CREATIVITY 3

Images	Unusual uses	Brainstorming
https://commons.wikimedia.org/wiki/File:Hawea_co%C3%B4Bteure.jpg		
https://commons.wikimedia.org/wiki/File:Knitted_basket1.jpg		
https://commons.wikimedia.org/wiki/File:Straw_Harvest_Hat,_International_Hat,_ca._1960s_(2).jpg		
https://commons.wikimedia.org/wiki/File:Joachim_Fr%C3%A9d%C3%A9ric_Kirstein_I-Fourchette_vers_1750.jpg		



ANNEXES

CREATIVITY 3

Images	Unusual uses	Brainstorming
https://commons.wikimedia.org/wiki/File:Red_Umbrella_1.jpg		
https://commons.wikimedia.org/wiki/File:BMX_glove_-_top.jpg		

ANNEXES

CREATIVITY 6

EXAMPLE	IDEA: Make a visual copy of the manufacturing instructions			
	BASIC ELEMENTS			
	colours	images	shapes	spacial location
1	one	homemade photos	geometric figures	Right / Left
2	two	internet photos	clouds	Up / Down
3	many	schematic drawings	arrows	Inside / Outside
4	none	paintings	lines	Big / Small
5	markers	symbols	diagrams	front / back
6	paint	logos		far / near



ANNEXES

CREATIVITY 6

SHEET FOR PARTICIPANTS

EXAMPLE	IDEA:			
	BASIC ELEMENTS			
1				
2				
3				
4				
5				
6				



UNLOCKING SUCCESS IN MAPS ENTREPRENEURSHIP

Introducing a toolkit tailored for young entrepreneurs and NEETs (Not in Education, Employment, or Training) aspiring to venture into the realm of Medical Aromatic Plants (MAPs). This guidebook goes beyond conventional entrepreneurial wisdom, offering a fresh and innovative perspective on establishing a successful business in the MAPs industry.

Business Model Canvas: Redefining Business Strategies: This section delves into the intricacies of crafting a robust business model using the Business Model Canvas methodology. Participants will gain insights into clarifying their value propositions, identifying customer segments, designing revenue streams, and structuring their financial frameworks. This segment equips entrepreneurs to develop not just profitable but sustainable business models.

Creative Thinking: The Art of Turning Problems into Opportunities: Explore the power of creative thinking in transforming challenges into innovative opportunities. Grounded in human-centered design principles, this module guides participants through empathizing with users, conducting problem analysis, brainstorming innovative solutions, prototyping concepts, and evaluating user feedback. Embracing creative thinking principles empowers entrepreneurs to develop MAPs-related products and services that resonate deeply with their target audience.

User-Centric Product Design: This module unravels the essential elements of product design, emphasizing functionality, aesthetics, and user experience. Through real-life examples and interactive activities, participants learn to translate ideas into tangible products. By focusing on user satisfaction, entrepreneurs can create products that not only meet market demands but also foster strong user loyalty, ensuring sustainable growth and brand success.

Sales Strategies for Startups: Master the art of effective sales strategies crucial for startup success. Participants will learn to craft compelling sales pitches, handle objections with finesse, negotiate deals, and cultivate enduring customer relationships. This section explores diverse sales approaches, empowering entrepreneurs to tailor their strategies to the unique demands of the MAPs industry, whether through traditional or digital channels.



SWOT Analysis: Strategic Planning Through Internal and External Evaluation: This segment introduces entrepreneurs to the strategic power of SWOT analysis. By evaluating internal strengths, weaknesses, and external opportunities, threats, participants can make informed decisions, mitigate risks, and capitalize on opportunities. SWOT analysis serves as the cornerstone for conscious decision-making, enabling entrepreneurs to navigate the MAPs industry with confidence and strategic acumen.



THIS TOOLKIT SERVES AS A GUIDE FOR ASPIRING ENTREPRENEURS, PROVIDING THEM WITH THE KNOWLEDGE AND SKILLS NECESSARY TO SUCCEED IN THE COMPETITIVE ENVIRONMENT OF MAP ENTREPRENEURSHIP. WE ARE READY TO SUPPORT YOU ON YOUR JOURNEY TO SUCCESS!

