



Prospects in Peripheries Toolkit – Supplemental Material for Trainers
Training 3.2: How to build Priority Hubs

Day 1	What?	How?	Learning outcomes	Objectives	Preparation
<p>9.00-10.30 a.m.</p> <p>Information about the PIP project</p>	<p><u>Presentation of the participants.</u> The trainer welcomes the participants, introduces him/herself and then in a circular arrangement each participant introduces himself/herself, tells something about himself/herself and is invited to write on post-its his/her expectations. At this point, the facilitator can implement an icebreaker activity, during which each participant will say an adjective that starts with the initial letter of his/her name and are indicative of his/her personality.</p> <p><u>Introduction</u> The trainer presents the topics that are going to be covered during the 5-day training.</p>	<p>Online implementation</p>	<p>Through the PPT presentation participants will acquire a general knowledge of the projects objectives, as well as a clear overview of the intellectual outputs developed.</p>		<ul style="list-style-type: none"> • Laptop • PPT with a presentation of the PIP project



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	<p><u>What is PIP project?</u> Presentation of the project, the outputs achieved, and the activities carried out.</p>				
<p>10.30-11.00 a.m. Team building</p>	<p>Ice breaking activity</p>	<p>Online implementation</p> <p>Hot air balloon: Participants are invited to write on each balloon his/her expectations, concerns and contributions regarding this training experience. Then, the trainer reads the more interesting ones in order to share the thoughts of the group.</p>	<p>By thinking and sharing their expectations, concerns and contributions, participants will feel more confident to express their opinion and cooperate with other during the next 4 fours.</p>	<p>- The facilitator will have a clear picture of the expectations, concerns and contributions of each participant, in order to adjust the training from the early beginning to their needs. - Participants will freely and anonymously express their concerns and fears, while they will know how their co-participants are feeling.</p>	<ul style="list-style-type: none"> • A slide with three balloons. • Instructions from the facilitator about how to use the annotate function of the Zoom platform.
<p>11.00-11.30 p.m. Coffee break</p>					
<p>11.30-12.30 p.m.</p>	<p>Discussion on the challenges faced by the peripheral areas in the</p>	<p>Online implementation</p>	<p>Participants will:</p>	<p>- The trainer will gain a view on how participants,</p>	<ul style="list-style-type: none"> • flipchart/ piece of paper



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<p>Discussion and Reflection</p>	<p>region of Larissa. What challenges (social, economic, professional, educational) have participants to face when living in the periphery of a big city?</p>	<p>The trainer encourages participants to write a challenge on a flipchart or a piece of paper and tell a few words from his/her own experience.</p>	<ul style="list-style-type: none"> - understand what others think and face as a challenge. - brainstorm on challenges from different viewpoints. - develop critical thinking regarding the consequences that these challenges have at a societal level for the region of Larissa. 	<p>especially young people, perceive the challenges that their region faces, especially during the covid-19 era.</p> <ul style="list-style-type: none"> - Participants will bring many different perspectives on what each participant experiences as challenge. 	
<p>12.30-14.00 p.m. Activity: Role-play</p>	<p><u>Activity:</u> Local representative for one day! Taking into consideration the challenges proposed by all participants, they will be asked to prepare a 5-10 minutes presentation, in which they will address a speech as a local representative to the residents of Larissa and peripheral region regarding the challenges faced in the area and possible solutions.</p>	<p>Online implementation</p>	<ul style="list-style-type: none"> - self-reflection - brainstorming - creation of debate - public speaking 	<p>Participants will think critically on how they had to speak as a local representative trying to adjust themselves to the condition of public speaking from a position of power and authority.</p>	<ul style="list-style-type: none"> • laptop • PPT
<p>14.00-15.00 p.m.</p>					



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Lunch break					
<p>15.00-16.30 p.m.</p> <p>Activity: Power Mapping my Community!</p>	<p>Activity: Power Mapping my Community!</p> <p>The trainer will proceed to a PPT presentation of the SWOT analysis, in which the Power Mapping is based. Afterwards, participants will elaborate on the challenges mentioned before in the SWOT analysis “board”.</p>	<p>Online implementation</p> <p>The use of an online platform with several functions, like Zoom can be proved an assistive tool for the implementation of this exercise. The first step for the successful conduction of this exercise is the detailed explanation of the several functions of the platform to the learners. Afterwards, the facilitator will explain the main theory behind the SWOT analysis to the learners through Power Point presentation and by screen sharing function.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - be able to evaluate real cases - be able to propose solutions based on a structured analysis - develop critical thinking and problem-solving skills. 	<ul style="list-style-type: none"> - To encourage participants to act on real cases - To prompt participants to propose and evaluate the potential effectiveness of their propositions on solving those cases and issues 	<ul style="list-style-type: none"> • PPT about the SWOT analysis • a slide for SWOT analysis



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<p>16.30-17.00 p.m.</p> <p>Evaluation session and Closing of the 1st training day.</p>	<p>Evaluation session for sharing questions and overall experience from the 1st day training.</p>	<p>Questionnaire</p>	<p>Participants will be encouraged to share ideas and reflect on what they have learnt, what could have gone better or what they are expecting the following days.</p>	<p>- Participants will feel free to express themselves and ask for further questions/clarifications.</p> <p>- Facilitator will have a clear overview of process, in order to adjust his/her implementation plan for the upcoming days (if needed).</p>	<ul style="list-style-type: none"> • Questionnaire
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Day 2	What?	How?	Learning outcomes	Objectives	Preparation
<p>9.00-11.00 a.m.</p> <p>Introduction and Energizer activity</p>	<p>The trainer will proceed to a short introduction by summarizing the most important points of the 1st day.</p> <p>Then, trainer will engage participants</p>	<p>The trainer will involve participants in “2 truths and 1 lie” energizer activity, in order to bring participants together and create strong interaction and cooperation for the</p>	<p>- The participants will begin to know each other.</p> <p>- Participants will develop a feeling of collaboration and co-creation.</p>	<p>Participants will start to express themselves, interests, concerns, and beliefs with other participants. This fact will prepare the ground for strong collaboration, effective</p>	<p>The trainer will start by sharing his/her 2 truths and 1 lie to make the participants feel comfortable and confident.</p>



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	to an energizer activity based on NFE.	following collaborative activities.		interaction, and fruitful learning process.	
11.30-12.00 a.m. Coffee break					
12.00-14.00 p.m. Entrepreneurship and the importance of SWOT analysis	Based on the short theoretical presentation on the SWOT analysis that took place in the 1 st training day, the trainer will elaborate further on the importance of the SWOT analysis for entrepreneurs in peripheries close to city centers.	The trainer will present thoroughly notions like: -SWOT analysis -Entrepreneurship in rural areas -Challenges that a young entrepreneur faces in the Covid-19 era -How a SWOT analysis can prevent failure and lead to a successful business	Participants will: - understand the notion of entrepreneurship - be able to assess the weaknesses and threats for an entrepreneurial risk - be able to assess the overall condition before starting a business plan - gain a clear view on how entrepreneurship in rural areas means.	Aim of the presentation is to transmit participants the knowledge of entrepreneurship in rural or peripheral areas and equip them with tools (like SWOT analysis) that can help them in the planning of their business ide.	<ul style="list-style-type: none"> • PPT
14.00- 15.00 p.m. Lunch break					
15.00-15.45 p.m.	A young entrepreneur is going to elaborate on the challenges that he	Online implementation	Participants will: - learn from a real case about challenges that entrepreneurs in	The aim of this presentation is to provide an example of a real case of a young	<ul style="list-style-type: none"> • PPT (optionally)



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<p>Presentation from a young entrepreneur</p>	<p>has faced from the establishment of his business until the outbreak of Covid-19.</p>	<p>A young entrepreneur with an established company in Larissa will also participate in this session through the Zoom platform.</p>	<p>peripheral areas are facing</p> <ul style="list-style-type: none"> - develop critical thinking and problem-solving skills - get to know ways (e.g., funding) for making a business profitable - understand how important the innovative element for businesses is, especially those of remoted areas. 	<p>entrepreneur established in a peripheral area, informing about the challenges and inspiring for such initiatives.</p>	
<p>15.45-16.30 p.m. Group discussion</p>	<p>After the completion of the entrepreneur’s presentation, a group discussion will follow.</p>	<p>During the group discussion, all participants will have the opportunity to ask for clarifications on a specific issue or pose a question to the speaker.</p>	<p>Participants will gain a clear overview of the entrepreneurial risk and the challenges faced by a young entrepreneur in a peripheral area. Moreover, they will be inspired by suggestions or solutions that another entrepreneur has applies in his own business.</p>	<p>The aim of the group discussion is to foster interaction among participants, enable critical thinking and develop problem-solving skills.</p>	<ul style="list-style-type: none"> • No material required



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<p>16.30-17.00 p.m.</p> <p>Evaluation session and Closing of the 2nd training day.</p>	<p>Evaluation session for sharing questions and overall experience from the 2nd day training.</p>	<p>Questionnaire</p>	<p>Participants will be encouraged to share and reflect on what they have learnt, what could have gone better or what they are expecting the following days.</p>	<p>- Participants will feel free to express themselves and ask for further questions/clarifications. - Facilitator will have a clear overview of process, in order to adjust his/her implementation plan for the upcoming days (if needed).</p>	<ul style="list-style-type: none"> • Questionnaire
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Day 3	What?	How?	Learning outcomes	Objectives	Preparation
<p>9.00-10.00 a.m.</p> <p>Introduction and Energizer activity</p>	<p>A short introduction to the topics of the 3rd training day.</p> <p>Afterwards, the trainer will involve participants in an energizer activity.</p>	<p>Online implementation</p> <p>Energizer activity: Anything Goes! This game is a great way for participants to engage in a small conflict with another team member in a nonthreatening manner.</p> <p>The objectives of this activity are to engage in conflict, to practice the skills of dialogue, to reach an</p>	<p>By the end of the activity, participants will be able to:</p> <ul style="list-style-type: none"> - engage in conflict as an actor or mediator - practice skills of dialogue - identify hidden stereotypes about his/her co-speaker - reach an agreement 	<p>This activity will be a preparatory stage, by which the trainer will engage participants in intercultural communication and conflicts that may emerge from it.</p>	<p>No material needed</p>



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		<p>agreement, change perspectives on conflict in the workplace and to consider the positive aspects of conflict.</p> <p>The trainer can use the following questions at the end of this activity (of course, he/she can choose some of them, it depends on the time availability):</p> <ol style="list-style-type: none"> 1. How did you react to your mini-conflict? 2. Is this how you normally act in conflict situations? Why or why not? 3. How were you able to come to an agreement? 4. What happened when you switched from debate to dialogue? 	- understand the perception of others		
<p>10.00-12.00 a.m.</p> <p>Intercultural communication</p>	<p>The trainer will proceed to a theoretical presentation regarding intercultural communication.</p>	<p>Online implementation</p> <p>The trainer will focus on terms like interculturality, intercultural communication, diversity, intercultural dialogue, cultural shock, mediation and conflict resolution.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - acquire knowledge on what interculturality means for contemporary societies, especially for the peripheral ones. - understand how the intercultural dialogue 	<p>The aim of this session is to develop both empathy and critical thinking, in order for participants to live and work collaboratively in</p>	<ul style="list-style-type: none"> • PPT



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			and cultural mediation can contribute to the prevention of conflicts. - how to work, collaborate or coordinate projects, in which people from different cultures are engaged.	multicultural settings.	
12.00-12.30 p.m. Coffee break					
11.30-12.30 p.m. TEDx speech and Group Discussion	<p>Cross cultural communication Pellegrino Riccardi TEDxBergen</p> <p>Participants will attend a speech delivered by Pellegrino Riccardi- a cross cultural expert- to TEDxBergen regarding cross cultural communication.</p>	<p>Online implementation</p> <p>The trainer will start screensharing the TEDx speech of Pellegrino Riccardi. After the completion of the video, the trainer will pose questions to participants that will enable them to “think out of the box”, develop critical thinking and stimulate debate on interculturality.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - gain knowledge on interculturality - learn how to deal with people with different codes and culture - elaborate on the notion of “perception” (understanding what people see) - get to know what Global Mindset is 	<p>Through this TEDx video, the trainer aims at:</p> <ul style="list-style-type: none"> - providing participants with information about cross cultural communication - stimulating debate via questions - preparing participants for the following activities 	<ul style="list-style-type: none"> • Link from the TEDx video https://www.youtube.com/watch?v=YMyofREc5Jk



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<p>12.30-13.30 p.m.</p> <p>Activity: Stereotypes Game</p>	<p>Activity: Stereotypes Game</p> <p>In this session, the trainer will engage participants in an activity regarding stereotypes that emerge from everyday (intercultural communication)</p>	<p>Online implementation</p> <p>The trainer will start screensharing some images and participants will have 10 minutes to observe the images and choose which one shocked him/her more and to explain why.</p> <p>After this activity, a debrief and a reflection about stereotypes will follow.</p> <p>The trainer can use some of the following questions:</p> <ul style="list-style-type: none"> - What do you think people understand by for "stereotype"? How true are they? - Why did you have a strong emotional reaction for this specific image? What do you think it has been the origin of this reaction? - Do you think stereotypes are always negative? - Did you recognize some barriers? <p>How would you deal with it?</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - face their personal stereotypes - get to know stereotypes of other participants - explore how stereotypes emerge and influence our perception towards people from different cultural backgrounds 	<p>The aim of the game is to reflect on one's own cultural shocks and especially on the ability to "suspend judgment" when facing something new. It is difficult not to have stereotypes in mind, but it is important to know how to overcome them.</p>	<ul style="list-style-type: none"> • Images



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		<ul style="list-style-type: none"> - Can you think about personal strategy on how to overcome your personal stereotype? - What do you think is the impact of stereotypes in the life of people? 			
13.30-14.30 p.m. Lunch break					
14.30-15.30 p.m. Intercultural project management	<p>The trainer will proceed to a theoretical presentation regarding intercultural project management.</p>	<p>This session will focus on the notion of intercultural project management, meaning the cooperation among partners from different cultures using several different management techniques, social and psychological skills, communication skills and effective interaction between team members.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - understand the importance of intercultural project management for the successful implementation of a project. - acquire intercultural project management skills (e.g. respect, organizational skills, team-work skills, perception of culture, leadership skills) - be able to perform and work in multicultural settings 	<p>Effective use of cross-cultural project teams can provide a source of experience and innovative thinking to improve the likelihood of project success and enhance the competitive position of the organization.</p>	<ul style="list-style-type: none"> • PPT



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<p>15.30-16.30 p.m.</p> <p>Activity: Role Play and Conflict Resolution</p> <p>“Today I am...”</p>	<p>The trainer will engage participants in an activity about Conflict Resolution through role play (NFE).</p>	<p>Online implementation</p> <p>The trainer will provide participants with specific instructions regarding the activity. Afterwards, he/she proceeds to the following actions:</p> <ul style="list-style-type: none"> • Divides the group into smaller groups • Gives each group one of the following scenarios and explains what they have to do • Gives each group time to write the solution and the end of the story, assigning the parts and having the task of representing "theatrically" the scenario analyzed. <p>Then, the groups present their scenarios in 10 minutes. During the presentations the trainer takes notes in order to discuss further with them, after the end of all the presentations.</p>	<p>By getting involved in this activity, participants will be able to:</p> <ul style="list-style-type: none"> - propose solutions based on intercultural project management - cooperate working with diverse group of people - practice negotiation skills - act as a cultural mediator 	<p>Through this activity, the trainer aims at raising awareness for challenges encountered by several regions thorough the active participation of citizens in collaborative actions.</p>	<ul style="list-style-type: none"> • Activity sheets
<p>16.30-17.00 p.m.</p>	<p>Evaluation session for sharing questions and overall experience</p>	<p>Questionnaire</p>	<p>Participants will be encouraged to share and reflect on what they have learnt, what could</p>	<p>- Participants will feel free to express themselves and ask for further</p>	<ul style="list-style-type: none"> • Questionnaire



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Evaluation session and Closing of the 3rd training day.	from the 3 rd day training.		have gone better or what they are expecting the following days.	questions/clarifications. - Facilitator will have a clear overview of process, in order to adjust his/her implementation plan for the upcoming days (if needed).	
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Day 4	What?	How?	Learning outcomes	Objectives	Preparation
9.00-10.00 a.m. Introduction and Energizer activity	<p>A short introduction to the topics of the 4th training day.</p> <p>Afterwards, the trainer will engage participants in an energizer activity.</p>	<p>Online implementation</p> <p>Activity: Word Tree The trainer asks for participants to create list in a diagram like a tree, in which they will present the words that come in their minds when they hear the phrases “Learning City” and “Smart City”. Since</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - brainstorm - develop critical and creative thinking - gain new perspectives by hearing others’ propositions 	<p>The aim of the energizer activity is for students to be introduced in the topic of Learning and Smart Cities by their own initiative and creative thinking.</p>	<ul style="list-style-type: none"> • Paper • Pen or pencil



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		<p>participants have created their word trees, they will shortly present their words. The activity can be implemented individually or in groups.</p>			
<p>10.00-12.00 a.m. “Larisa Learning City” – Smart Cities</p>			<p>By the end of the presentation participants will:</p> <ul style="list-style-type: none"> - increase their knowledge on professional prospects and lifelong learning opportunities - promote personal growth as citizens - be encouraged to engage a broader range of people at a local and regional level - be motivated to promote social cohesion and active participation in society - decrease conflicts through dialogue 	<p>Through this strategy, the trainer aims to promote lifelong learning, increase job prospects, supplement professional competence and address several issues of the city of Larisa or any other city in which participants live.</p>	<ul style="list-style-type: none"> • PPT



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12.00-12.30 p.m. Coffee break					
12.30-14.00 p.m. How to build successful Hubs	The trainer will proceed to a theoretical presentation of “How to build successful Hubs” aiming at increasing active participation in the society in favor of marginalized people.	<p>Online implementation</p> <p>The trainer will present theoretically the framework of the strategy on “How to build successful Hubs”. In that way, he/she will provide participants with the knowledge to build their own hub in the next session-activity.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - be engaged in active participation at local and regional level - act for the prevention of social exclusion of several groups of people (NEETs, migrants, refugees) - develop empathy and understanding - be encouraged to undertake initiatives for creating their own local Hubs 	This activity aims to prevent social exclusion of several groups of people within a modern society. It promotes respect, understanding and feeling empathy for others.	<ul style="list-style-type: none"> • PPT
14.00-15.00 p.m. Lunch break					



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<p>15.00-16.00 p.m. Activity: Build your own Hub!</p>		<p>Online implementation Participants will be divided in small groups in break-out rooms through the function of the Zoom platform. They are asked to follow the steps below:</p> <ol style="list-style-type: none"> 1. Identify the areas of their community that are under the greatest threat of marginalization 2. Proceed to actions in order to create a more inclusive society 3. Division of responsibilities 4. Plan of action 	<p>By the end of this activity, participants will:</p> <ul style="list-style-type: none"> - develop problem-solving skills - exercise organizational skills - act for prevention of marginalized groups of people - think critically on how they can empower marginalized people - be encouraged to participate democratically and drive positive change in communities 	<p>The aim of this activity is to engage participants in initiatives that promote active participation in the society, especially when these initiatives refer to marginalized people.</p>	<ul style="list-style-type: none"> • Paper • Pen/pencil
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		5. They can optionally use the Power Mapping that they have learnt during the 1 st training day.			
16.30-17.00 p.m. Evaluation session and Closing of the 4th training day.	Evaluation session for sharing questions and overall experience from the 4 th day training.	Questionnaire	Participants will be encouraged to share and reflect on what they have learnt, what could have gone better or what they are expecting the following days.	- Participants will feel free to express themselves and ask for further questions/clarifications. - Facilitator will have a clear overview of process, in order to adjust his/her implementation plan for the upcoming days (if needed).	<ul style="list-style-type: none"> • Questionnaire

Day 5	What?	How?	Learning outcomes	Objectives	Preparation
9.00-10.00 a.m.	The trainer will summarize the topics of the previous	Online implementation	Participants will have a clear overview of the	Participants will have both a review of the	<ul style="list-style-type: none"> • PPT



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<p>Summary of the previous days and Introduction to the topics of the 5th day</p>	<p>days in relation with the objectives of the PIP project and the intellectual outputs produced.</p> <p>Afterwards, he/she will make a short introduction to the topics of the 5th day.</p>	<p>The trainer will use a PPT presentation in order to summarize the most important topics of the previous days and to introduce the topics of the 5th and last day of the training.</p>	<p>topics discussed during the previous days.</p>	<p>previous topics discussed as well as a preview of the topics of the 5th training day.</p>	
<p>10.00-11.00 a.m.</p> <p>Video “Fireside Chats-Active Citizenship” and Group discussion</p>	<p>Participants will attend a video produced by the London South Bank University regarding the meaning of active citizenship.</p> <p>More, specifically, the academic tutors, Mary and Irwin explore what constitutes active citizenship, if is its value dependent on whether it's judged as ‘good or ‘bad, the importance of belonging, the nature of individual and connected responsibility, the resurgence of local people contributing to</p>	<p>Online implementation</p> <p>The trainer will proceed to screensharing, in order to share the Youtube video with the participants.</p> <p>Then, the trainer will ask participants questions, like:</p> <ul style="list-style-type: none"> - Why do you think that the value of active citizenship is characterized as dependent? 	<p>Participants are expected to:</p> <ul style="list-style-type: none"> - think critically about the dependent value of active citizenship - define the parameters that can constitute active citizenship a “bad thing” - recognize the importance of belonging in the contemporary digitalized societies - feel responsible for take an active role in the community, in which they are part of. 	<p>Participants will gain knowledge regarding different perspective on active citizenship addressed by two academic tutors.</p>	<ul style="list-style-type: none"> • Link https://www.youtube.com/watch?v=ifiDzHYLRCo



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	communities, and not wasting a crisis.	- Do you feel a sense of belonging when you actively participate in local initiative?			
11.00-11.30 p.m. Coffee break					
11.30-12.30 p.m. Activity: Mind Maps!	The trainer will ask participants to create Mind Maps based on the terms and aspects of active citizenship that they have learnt during the 5-days training.	Online implementation The Mind Maps can be designed by participants in their own piece of paper. Alternatively, they can use a Word document and share it via screensharing with the trainer and other participants.	Participants will: - exercise creative thinking - apply the theoretical knowledge provided in the previous session - develop critical thinking for choosing the most important information to include in the Mind Map	The aim of the activity is for participants to visualize the most important terms and aspects of active citizenship learnt during the training	<ul style="list-style-type: none"> • Paper • Pen/pencil • Word document (optionally)
12.30-14.00 p.m. Presentation of a local	The trainer will present a local company in the area of Larisa. Its name is GReen INovative COmpany and use sustainable resources for its operation.	Online implementation The trainer will invite a manager of the company to elaborate	Participants are expected to: - gain significant knowledge on innovative business initiatives	The aim of the presentation is to provide participants with knowledge on professional opportunities and	<ul style="list-style-type: none"> • PPT



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company – GRINCO		on the challenges faced by regional business and how important is innovation to tackle competition.	carried out in the region of Larissa. - find out professional prospects through sustainable-based businesses.	initiatives at a local and regional level.	
14.00-15.00 p.m. Lunch break					
15.00-16.00 p.m. Group discussion – Reflection	Trainer and participants will share their viewpoints and concerns regarding the topics discussed during the 5-days training.	Online implementation The trainer will coordinate the discussion by giving the floor to participants to express themselves.	Participants are expected to: - exchange different opinions on what they have learnt regarding active citizenship. - assimilate more clearly the terms of active citizenship,	By engaging in the group discussion, all participants will have the opportunity to experience collaborative and peer learning as well as to exchange different viewpoints.	No material required
16.00-17.00 p.m. Evaluation session and Closing of the training.	Evaluation session for sharing questions and overall experience from the 5-days training.	Questionnaire	Participants will be encouraged to share and reflect on what they have learnt, what could have gone better or what they are expecting the following days.	- Participants will express their general impression of the 5-days training. - Facilitator will take the feedback into strong consideration, in order to make corrections in future	<ul style="list-style-type: none"> • Questionnaire



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				implementation of the training.	
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