



Result 3.9

Business Idea Challenge Green Economy

Prepared by:

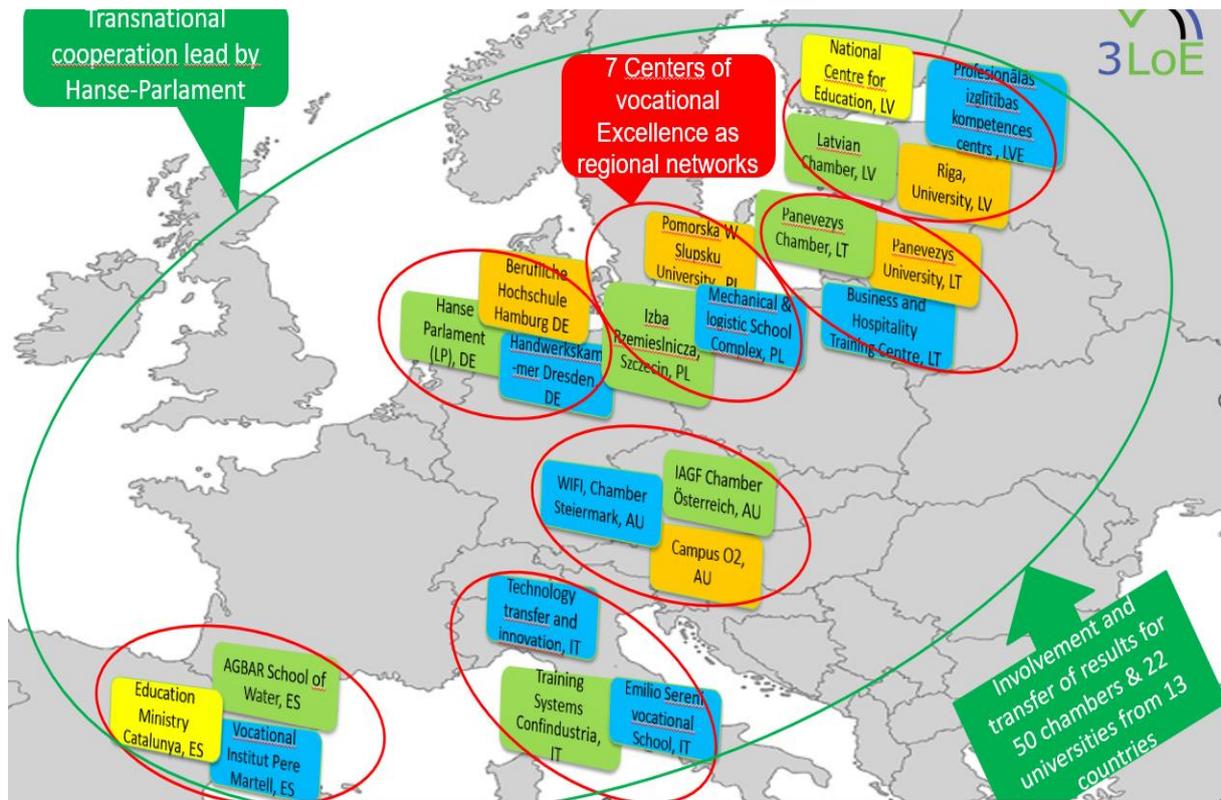
SFC Sistemi Formativi Confindustria



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Partner



Language

English

Table of Contents

1 Summary and Introduction.....	3
About the 3LOE Project	3
About Business Idea Challenge Green Economy	6
2 Admission and organisation of the training	7
3 Participants profile and organisation of the training.....	8
4 Execution of the Training	9
5 Main finding and conclusions	13
6 Attachments	15



1 Summary and Introduction

About the 3LOE Project

Around 99% of all EU businesses are SMEs, creating up to 70% of all jobs. In general, SMEs have good growth prospects for the future and are particularly well equipped to solve environmental problems and to enhance the green economy. However, in most of the project countries, SMEs are confronted with a shortage of skilled workers and young entrepreneurs. This shortage of skilled workers is even more alarming taking into account that due to aging of current entrepreneurs, a large and growing number of companies will have to be handed over to the next generation. Furthermore, young specialists and entrepreneurs often lack the qualifications and skills needed in order to respond to contemporary developments in the fields of energy, climate and environmental protection. The following problems have been identified in SMEs working in the fields of green economy, energy and environmental protection:

- Blatant and growing shortage of skilled workers.
- Large qualification deficits, especially in the Green Economy.
- Loss of attractiveness and low qualification of school-based VET.
- Low rates of further training and insufficient orientation of offers to SME needs.
- Ageing of entrepreneurs and increasing shortage of young people (demographic change).
- Failure of business transfers and low rates of business start-ups.
- Low innovation rates and insufficient productivity.
- Not enough cooperation between universities and SMEs and a lack of teaching geared to SME needs.
- Comparably low internationalization of SMEs and vocational training providers.
- Lack of national level support for SMEs”.

To meet these challenges, work-based learning and new paths in vocational training must be provided through cooperation between educational institutions, economic chambers and SMEs. University graduates are often well-qualified in theory, but lack practical knowledge, skills and abilities that are crucial for SMEs. For this reason, VET reforms must also involve higher education, and should implement dual bachelor's degree programs that combine a bachelor's degree with vocational training and on-sight work in companies.

In the 3LOE project, an innovative and complex project structure with 22 project partners from 7 countries as well as 60 associated partners from 13 countries was designed. In each country, centers of vocational excellence (COVEs) in Green Economy will be established, managed and their permanent continuation ensured. A transnational cooperation of the centers will be developed, extended to 60 education stakeholders from 13 countries and operated permanently in an institutionalized form. The centers will offer a wide range of dual education measures in vocational training, further education and higher education, that are being developed, tested and evaluated in the project. These educational measures on EQF levels 3-7 focus on Green Economy, Digitalization and Entrepreneurship. Furthermore, vocational and educational consulting and innovation support for SMEs will be developed and implemented. In total, seven Train-the-Trainer programs will be developed and implemented permanently by the project partners. All results will be transferred to the 60 associated partners together with implementation advice.

The objectives and aimed outcomes of the 3LOE project can be summarized as following:

1. Foundation of a three-level Center in each project country

1.1 Building the "Green Economy" skills alliance for qualifications in SMEs with educational and economic actors from the 7 project countries; development of information and cooperation tools.

1.2 Expansion of the skills alliance to the 60 associated partners from 13 countries, comprising chambers of commerce, SME associations, as well as universities of applied sciences/colleges.

1.3 Development, testing and evaluation of a curriculum and teaching materials for Train the Trainer courses for personnel and center management (vocational schoolteachers, trainers in SMEs and lecturers in further and higher education institutions).

1.4 Evaluation of the construction and operation of the seven centers of Excellence and of the transnational cooperation.

1.5 Development of business and financing plans and ensuring the long-term continuation of the seven centres and transnational cooperation.

1.6 Development, consulting and introduction of political strategy program.

2. Implementation and realization vocational training

2.1 Development and implementation of a tool for vocational and qualification counselling as well as a training for consultants and teachers to use the tool.

2.2 Implementation of the dual system, so that work-based learning is put into practice in the project countries.

Preparation and transfer of curricula and examination regulations for dual vocational training for different professions and implementations in Poland, Lithuania, Latvia and Spain.

Development, test and implementation Trainings for teachers to conduct dual vocational training as well as Training of trainers in SMEs.

2.3 Development political concept for the training and integration of young people with learning difficulties for young people with learning difficulties (EQF level 3).

Development, test and implementation of a dual vocational training "Specialist for Building Insulation".

2.4 Development, testing and evaluation of education programme, teaching materials and examination regulations for the provision of sector-specific qualifications already during the initial vocational training for stronger learners. Implementation in the dual system, so that work-based learning is put into practice in the project countries.

2.5 Development and implementation five-year technician training „Ecologic Solutions in Logistics”.

3. Implementation and realization of further vocational training

3.1 Development and implementation of concepts and instruments for the management of continuing vocational training.

3.2 Development, test and implementation of a Train-the-Trainer program for teachers to conduct further training.

3.3 Development and implementation of a concept "SME-fair digitalization" as well as development, test and implementation of two train the trainer programs "Basic and advanced digital skills".



3.4 Transfer and implementation of four further trainings Energy Saving and Renewable Energies.

3.5 Preparation, transfer and implementation of six further trainings in the Green Economy.

3.6 Development, testing and evaluation of different training programs and teaching material for owners, managers and qualified workers of SMEs (EQF level 5 and 6). The trainings are specifically tailored to SME needs and different qualification levels and combine the transfer of technical, professional and management know-how.

- Training Enterprise and Entrepreneurship in Green Economy
- Training Energy Service Manager
- Trainings vocational Master Carpenter and Electric
- Training Construction Technician
- Training Service Technician
- Training Sustainability in foodservice industry

3.7 Development of regulations for new continuing education occupational profiles with a focus on the green economy.

3.8 Development of an integration programme for the unemployed (EQF level 4) in order to be able to place the unemployed in permanent jobs through further training seminars and a further training qualification.

4. Implementation and realization of higher education

4.1 Preparation and transfer of curricula, evaluation and examination regulations for two existing dual Bachelor degree programmes "Management of Renewable Building Energy Technology" and "Business Administration for SMEs".

4.2 Development and beginning of implementation of new dual Bachelor degree programs

- Business Administration & Sustainable Management of SMEs
- Entrepreneurship and Innovation in Green Economy
- Logistics - Green Supply Chains
- Service technician
- Tutorial "Sustainable management Climate neutrality for companies"

4.3 Development, test and implementation of four study modules (EQF level 6) on SME management in the Green Economy sector, which will be carried out in the dual study system and integrated into existing Bachelor degree programmes.

4.4 Development and implementation of concept for innovation promotion Solutions for manageable R&D tasks of SMEs and conducting manageable R&D projects for SMEs-

4.5 Development, testing and implementation of Training program for university lecturers and SME advisors.

5. Dissemination, transfer and use of the project results

5.1 Development of a concept and summary evaluation of the dissemination results of all partners

5.2 Transfer of all educational measures to 60 educational institutions in 13 countries and needs-oriented implementation consultations as well as realization of a bundle of measures for further dissemination of the project results.

5.3 Further dissemination activities such as presentations online, at third-party events, press releases and conferences.

5.4 Book with all results of the project and distribution via book trade.

For each of the three levels of educational measures there will be:



- Target-group-specific educational programs.
- Curricula, teaching materials, etc. developed in a leading role by the educational institutions of the respective level, whereby the educational institutions of the other levels (in particular universities) participate in an advisory and supportive manner.
- Representatives of the participant target groups involved in the development work.

All educational measures will be tested with the respective target groups under different national conditions in the countries, evaluated and completed on the basis of the evaluation results with application notes.

About Business Idea Challenge Green Economy

"Latuaideadiimpresa®" (from now on LTIDI) is an annual program of business game aimed at students aged 16-18, realised by Noisiamofuturo in cooperation with SFC Sistemi Formativi Confindustria, LUISS Business School University and Confindustria, with the participation of schools and companies active at local level.

LTIDI is a meaningful experience for nurturing students' transversal skills, business culture, enabling them to learn about the basic elements of an entrepreneurial idea, supporting them both in the conceiving (training on the new business model, innovation and market, etc.) and in the creating phases (training on business plan, searching for funding, etc.).

The LTIDI framework is in continuity with European and national policies to facilitate the integration of young people into the labour market, such as Youth Guarantee (2013) and 'Next Generation' package (2020), with the aim of "supporting entrepreneurial attitudes through the training, the assistance in the drafting of entrepreneurial projects, start-up support, and access to credit instruments".

In addition, LTIDI program supports the objective of improving the attractiveness of school training systems, diversifying learning methodologies in schools, and facilitating students' individual expressiveness in peer groups.

All in one, LTIDI contributes to raising young people's awareness of their own career path, potentially including an entrepreneurial strategy.



Fig.1 Latuaideadiimpresa® in a nutshell

2 Admission and organisation of the training

There are no aptitude entrance tests or school performance evaluations to attend the LTIDI, but there are some conditions necessary to participate in the full LTIDI training experience:

- be a student at any secondary school (high school, technical institute, vocational school, etc.)
- attend a level of education to achieve EQF 4 (from year 3 to year 5 of high school, i.e. 16 to 18 years old)
- the school in which the student is enrolled must have joined the LTIDI programme by signing an agreement with Noisiamofuturo
- the school must be sponsored by an employer representation (local Confindustria, Chamber of Commerce, etc), which will pay a fee of € 3,000 to Noisiamofuturo to contribute to the implementation of the LTIDI programme locally. SFC supports the identification of sponsorships.

Despite this, some LTIDI training activities are accessible to a wider audience.

The following table highlights the requirements for access to each training element of the LTIDI pathway.

LTIDI elements	Admission process
LTIDI e-learning platform	Open to all. The registration for login is required.



LTIDI dual learning pathway recognized by the national law and certified (PCTO in Italy)	Students registered for the programme by their school, which is sponsored by the local employers' associations
The LTIDI business game	
The LTIDI final event	Having completed the online training course, having participated to the business game and having been selected by the national (and European) jury as a finalist team for the best Business Idea.

Table 1 – Different admission procedures for LTIDI training path

The 2021/2022 edition of the LTIDI ran from November 2021 to April 2022, and included a special European '3LoE' award.

The prize emphasised criteria for the sustainability of the business idea that the students would realise, and would reward their efforts to realise the video and speech in English.

In addition, the national jury was supported by a member of the 3LoE working group agreed with the lead partner Hanse Parliament, and identified in the person of Christian Widd.

The evaluation had to take these criteria into account:

- a) The business idea had to respond to problems of environmental sustainability and be developed following a circular model of the economy
- b) Students had to have developed green skills for the realization of the business idea
- c) The presentation speech (both video and in presence) had to be developed in English, to allow the evaluation to a non-Italian member of the jury.

Each candidate of the jury (composed mainly of entrepreneurs) expressed online their preference for the business idea that best met the evaluation criteria previously shared with the LTIDI project coordinator.

3 Participants profile and organisation of the training

The target audience of LTID is transversal in terms of age as it affects both adults and young people in different ways.

The adults are primary the entrepreneurs who vote on the business ideas of students group, as well as the teachers who coordinate the working groups at school. Furthermore, among the adult there are the families who can express their preference voting online.

The young people are the secondary school students. They are students aged between 17 and 19. They are therefore predominantly students in the last three years of secondary school, in the critical phase preceding the big choices about possible university education or how to enter the world of work.

The 2021/2022 LTIDI edition has been attended by 2.125 students, coming from 41 schools.

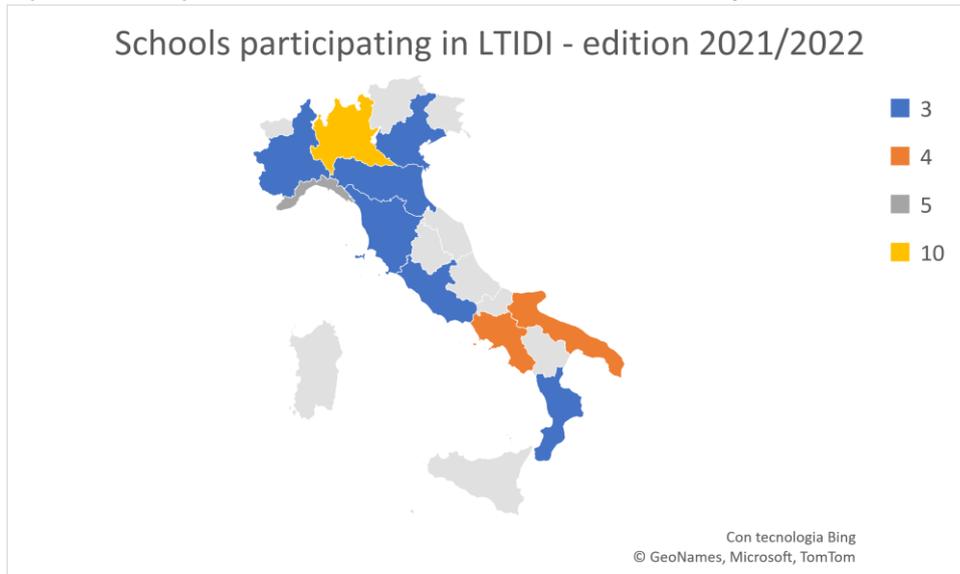


Fig.2 - geographical distribution of participating schools to LTIDI

The most participating region is Lombardy, where the entrepreneurship rate is among the highest nationwide. (Attached 2: List of Schools participating in LTID – Edition 2021/2022).

Some considerations on the gender composition is slightly in favour of the male component. 58% are boys and 42% girls, but the figure that emerges most clearly is the spontaneous, natural subdivision of roles and responsibilities, in a new situation of effective 'equal opportunities'.

This reinforces the idea of using pathways such as LTIDI to bring women closer to a career as entrepreneurs.

4 Execution of the Training

LTIDI training experience provides a certification of 80 total hours articulated as follows:

- 60 hours for attending the training course (online platform, training action at school, time for drafting the Business Plan , for producing pitch video and pitch in PowerPoint format;
- 20 hours for participating at the Festival dei Giovani® (Festival of Youth) and to the Final Event

The training activities supported students in approaching the Entrepreneurship Mindset linked with several abilities and key qualities, such as:

- Creativity
- Curiosity
- Empathy
- Adapt to change
- Observation
- Self-awareness and self-confidence

LTIDI online training is based on the Moodle platform available at this site:

https://www.latuaideadimpresa.it/c_100/Area-Formazione

The training offer is, as of today, exclusively in Italian and consists of 3 main areas:



Fig. 3 Overview of the LTID e-learning platform

- **Training Modules (Moduli Formativi)**

There are 5 modules, and each of them consists of several training units. The training units include interactive contents, slides, videos made by experienced start-up and business plan evaluators, lecturers but above all entrepreneurs.

At the end of each module, there is an assessment test to check what has been learnt.

Below are the titles of the modules and training units available to date.

DALL'AZIENDA TRADIZIONALE ALLA START UP

- Azienda tradizionale vs Start Up
- Il Glossario del futuro
- L'importanza dell'innovazione nelle iniziative imprenditoriali
- Mettiti alla prova con il quiz di Latuaideadimpresa®

IL PROCESSO DI IDEAZIONE

- Business Model Canvas: a cosa serve e come si usa
- Concentrati sul problema, non sulla soluzione!
- Lean Canvas Quiz
- User experience e Unique Value Proposition
- L'importanza di conoscere il proprio utente

IL MERCATO



- Come svolgere una corretta analisi di mercato
- I comportamenti dell'innovatore
- Il valore del fallimento

LE RISORSE UMANE

- L'importanza delle soft skills
- Soft skills e impresa Video Time

LA CASSETTA DEGLI ATTREZZI

- Come realizzare il tuo Business Plan
- File Excel di supporto
- Come realizzare un pitch di successo
- Value Proposition Canvas
- LTIDI Lean Canvas
- Pillole di Business Plan con Francesco De Paolis
Lezione di Business Plan parte economica

- **Business Stories (Storie di Impresa)**

80 enterprise stories were collected. The entrepreneurs tell how they began their experience as entrepreneurs, what major challenges they are facing, what problems have turned out to be opportunities for personal and entrepreneurial growth.

- **Video Vocabulary (Video Vocabolario)**

Entrepreneurs are the creators of the Video Vocabulary: a special tool that simplifies some fundamental concepts for the development of a business plan through the voice of entrepreneurs who have supported that concept with their own business activities.

The Gantt referred to the implementation of the LTIDI training experience in the 2021/2022 edition is represented below:

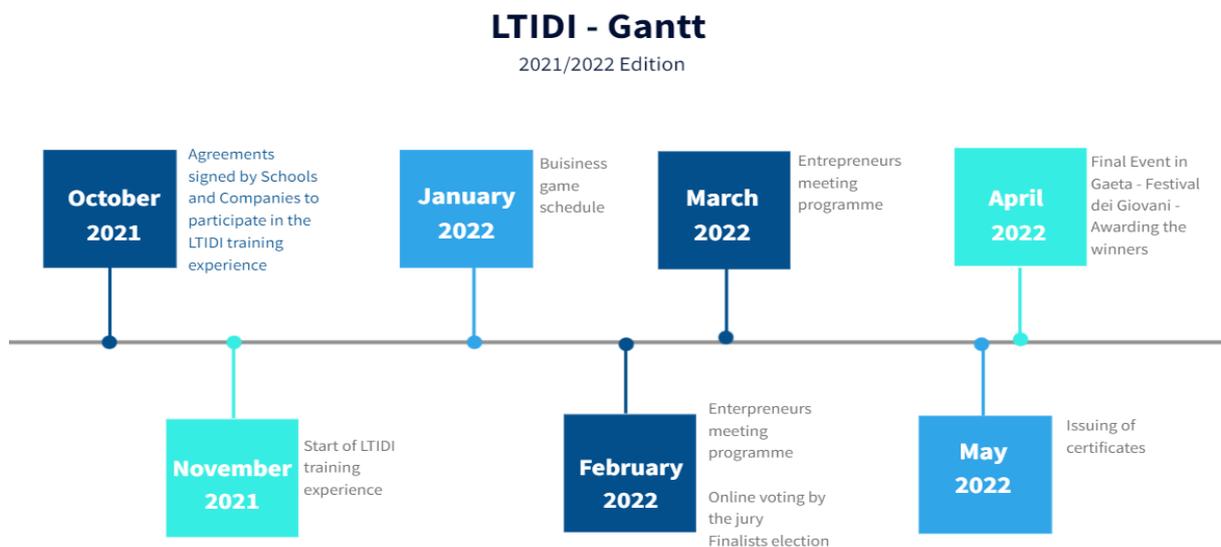


Fig.4 – LTIDI Gantt for the Edition 2021 – 2022

October 2021: After defining the coherence of the LTIDI programme with the school pathways, the school signs the participation agreement. Each school is matched with a sponsor (local Confindustria) and the companies - the entrepreneurs and experts - who will take part in the jury evaluating the business plans are identified.

November 2021 – January 2022: the 80-hour training course starts.

January 2022: the outputs of the training course (Business Plan, Speech video and slides) are uploaded by the students onto the platform.

February 2022: The entrepreneurs meeting programme started. The meeting took place on 2-9-24 of February and 2 of March. The companies involved in this edition are: : Umana Spa, Bayer Italia, Cellular Line, Ucimu-Sistemi per produrre, Federchimica Confindustria and the Local Association of Confindustria. In February all the evaluation activities were carried out by the jury of experts. The final evaluation also takes into consideration the public vote, made through the platform LTIDI.

March 2022: meetings with entrepreneurs continue (2nd of March) and voting is opened to the public, via the ad hoc function provided by the platform

April 2022: the final event is organised in conjunction with the annual Youth Festival in Gaeta

May 2022: a certificate of the training course is issued, valid as micro credential and recognised for the EQF Level 4 examination.

Results: Out of a total of 2.125 students enrolled in LTIDI, 843 students completed the entire 80-hour course, took the final tests for each module, participated in the business game and presented their business idea, and obtained PCTO certification (see attachment V)

A total of 218 students reached the finals. Four teams of 10 members each were awarded.

The specific areas that the business plans competing for the European award 3LoE had to comply with were defined as follows by the jury:

- A. Sustainable development and circular economy, with a special focus on environmental protection and no-waste conduct.
- B. Welfare and social care.
- C. Promotion of “Made in Italy” food industry products, food & wine, textiles, culture, cultural heritage.
- D. Innovation and new technology.

19 business ideas were submitted. considering that some ideas can be considered to meet more than one of the criteria set out in the call for proposals (A-B-C-D), it can be stated that most of the proposals met criteria D (11 out of 19 submitted) and a (10/19). Less interest was shown in topics B and C. This confirms the students' sensitivity to topics that lamely outline the challenge facing production systems, i.e. Digital and Green transition.

The following table summarises the submitted business ideas and, highlighted in yellow, the business idea that won the European 3LoE award. Annex 3 also provides the presentation slides of each case presented.

Business Idea	Area	Topic
ECO-SPIRAL	D	small portable photovoltaic panel for recharging mobile phones
We clean	A	digital bonus awarded to those who contribute to cleaning the streets
EcoFlying Click	B	use of solar-powered rechargeable drones for transporting medicines and medical supplies
TransportApp	D	train timetable app
Hemp2o	A	hidroponic cultivation of hemp
ECOLOGICAL HORSE STATION	A	vegetable food for horse and humans
Virtual Motor Custom	D	augmented reality visualiser for motorbike parts selection
QualityRevolution(QR)	D-B	use of QR codes on medicine boxes to make information more usable in several languages
Beeobaby	A-C	organic product production and sustainable transport
VWsystem (Vinegar water system)	A-C	vinegar as a natural remedy for certain types of pests
H.A.S.E. (Home Automation Saving Energy)	D-A	app for controlling energy consumption in domestic houses
Banco Tecnologico Evita-Contagio	D	electronic spacer to counter potential for contagion (covid19)
GreenLand	A	CO2 reduction (not developed)
WhereWaste	A-D	app to monitor and evaluate the rubbish produced at home
3DMask	A-D	recycling masks to make threads
ECO WARMISH	D-B	production of technology t-shirts
Personal Medical Records	B-D	personal medical records on app
Healt balloon	B-D	children's activity status monitoring system
Eco Paper s.r.l.	A	from clothes to ecological paper

Table 2 - 19 business ideas in response to 3LoE – LTIDI

5 Main finding and conclusions

The value of the LTIDI programme remains confirmed, as it is:

- A business game supporting the entrepreneurship mindset among young students and aspiring start uppers.
- A dual learning path for attendees from the third to the fifth year of high school (aged 16-18 years). The LTIDI learning path is recognised from the national legislation of school-work alternation paths (PCTO in Italy), and the certification.
- A mixed system of learning methodologies, based on learning outcomes shared between schoolteachers and Noisiamofuturo facilitators, which uses an e-learning



platform (Moodle) and face-to-face activities to be carried out in collaboration with the business associations of the territory in which the student lives. The path completes with a teamwork experience to participate in the business game, developing a business idea.

- An experience of dialogue between school – business – territory. Students get to know more closely the local productive fabric, from which they can take inspiration and with which they can compare themselves to develop their business idea.

The opportunity to open up the LTIDI programme to a European experience met the ambition of starting a path of comparison and contamination with other programmes to raise awareness of green and digital entrepreneurship, which, supported by the European Next Generation framework, will become a development priority in each European and, I would say, global nation in the coming years.

As the first year of cooperation between an Italian programme focused on entrepreneurship (LTIDI) and a European programme focused on the Green Economy (3LoE) the working group is satisfied with:

- having developed the themes of the Green Economy during the meetings with entrepreneurs and the classroom activities. The cooperation succeeds in raising awareness of the priorities of circular economic development and analysing the impacts of production systems on communities on a universal level.
- having started an in-depth study of cause-effect correlation logics, supporting System Thinking and Critical Thinking skills, which are crucial in tackling business innovation from a green economy perspective.

Some of the development objectives hypothesised by the collaboration between LTIDI and 3LoE remain sleeping, but we do not exclude the possibility of budding further co-design initiatives with 3LoE's partners who should show interest in:

- raise awareness of the participation of companies and young entrepreneurs as witnesses of incisive innovations for green business models. Video interviews can be realised involving entrepreneurs from different Eu countries. This can upgrade the sector of the LTIDI platform "Storie di Impresa", expanding both geographically and in content the cases presented and of inspiration for students.
- set up transnational working groups for the business game participation, assuring all the students have the same programme provided by LTIDI.
- expand the participation of 3LoE partners in the evaluation panel. The involvement of experts from Chamber of Commerce of different countries, experienced or not in business game, might add value in this experience, having different sensitivities in interpreting the submitted business ideas.

All in all, the LTIDI programme continues to be an excellent opportunity to promote the logic of the circular economy by following a new perspective, not that of the citizen but of the entrepreneur, therefore with a logic of economic and community development. In this way, the LTIDI programme confirms itself as an opportunity to support the abandonment of the passive behaviour of young people with respect to the urgency of environmental matters, and to trigger active behaviour in the fight against pollution, also by promoting new styles of conscious consumption.



6 Attachments

- Attachment I: Latuaideadiimpresa® project
- Attachment II: List of Schools participating in LTID – Edition 2021/2022
- Attachment III: Collection of pitches and slides related to each of the 19 business idea finalists for the 3LoE award
- Attachment IV: Press review
- Attachment V: Certification model

All attachments can be found in the Google Drive:

https://drive.google.com/drive/folders/1nV1dpWo8Vx_M1TeEcoi3J5r80qfNAAXI?usp=share_link