

CLUSTER

advanCing youth and women social inclusion in The mEditerRanean (C_A.3.1_0014)

A4.1.2 - Cross-Border Workshop Report

Author: Business Development Center (BDC)

Date: 10 August 2022

This document has been produced with the financial assistance of the European Union under the ENI CBC Mediterranean Sea Basin Programme. The contents of this document are the sole responsibility of the BDC and can under no circumstances be regarded as reflecting the position of the European Union or the Programme management structures. The project's total budget is € 1,108,162.62 and it is financed for an amount of €997,346.36 (90%) by the European Union (2014-2020 ENI CBC Med Programme).



Contents

1. Cross-Border Workshop Objectives and Summary	2
2. Cross-Border Workshop Format and Methodology	4
3. Participant Demographics	5
4. Feedback Gathered on the Format of Trainings:.....	12
5. Feedback Gathered on the Methodology/Content of Trainings	14
6. Key Findings.....	21
7. Conclusion and Recommendations	22
8. Cross-Border Workshops Evaluation Results	24

1. Cross-Border Workshop Objectives and Summary

The CLUSTER project aims to create a supportive environment for youth/women employment schemes, by equipping NEETs (Not in Education, Employment, or Training), in particular women, between 18-30 years of age, with employability skills in four Sustainable Economy sectors (Blue Economy, Circular Economy, Green Economy and Sustainable Agriculture), promoting long-lasting partnerships between Technical and Vocational Education and Training (TVET) institutions and the private sector, and raising awareness of public authorities and policy-makers.

Since the launch of mapping and profiling activities of the project's target groups, partners' effort was focused on mapping and understanding the needs of NEETS, particularly women, and the market in the sustainable economic sectors targeted by CLUSTER. Based on the participatory need assessment and market analysis conducted with active stakeholders, partners selected good practices, training topics, and methodologies from the projects HELIOS, RESMYLE, MaharatMed, EGREJOB, and BlueSkills to capitalize on, and transfer to the new model of intervention. The selected Training topics are:

- Hydroponics- Green Economy
- Aquaponics- Blue Economy
- Food Processing- Circular Economy
- Organic Farming- Sustainable Agriculture

The main aim of this activity is to develop a trainee-oriented Catalogue of the new curricula materials based on the need assessment and market analysis results.



Throughout the project, the project team will ensure the delivery of the training to the NEETs online and onsite to increase their employability skills in the four sustainable economic sectors targeted by the project.

By the time of this event, the project partners had conducted 8 local focus groups in each project country to develop the Training catalogue materials. In each Focus Group, partners invited Social Economy Actors from different institutions and backgrounds to achieve reasonable outcomes; the participants were TVET institutions, private sector, public organizations, Vocational Training experts, researchers, and trainers in the four specific training topics. Each partner prepared the final report and presentation to share in the Cross-border workshop.

In this context, on 21 July 2022, the Business Development Center (BDC), in cooperation with National Agricultural Research Center (NARC), organized two Cross-border Workshops in Amman, Jordan. The Workshops took place in the Geneva hotel and gathered 52 regional and national stakeholders from the public and private sector, TVET (Technical and Vocational Education and Training) institutions, academia, researcher, and civil society.

The goal of the Workshops was to debate at the regional level the results of the Focus Groups previously held, to raise awareness at the cross-border level, and finalize, through the feedback received, the Catalogue of new trainee-oriented Curricula in the field of a sustainable economy. All partners and regional social economy actors discussed the market assessment, need analysis, and Focus group results on the regional level, as well as the discussion and debates conducted to finalize the catalog training material.

All partners cooperated to select and invite regional and local Social Economy Actors from all sectors and backgrounds to achieve the desired goals and objectives. Social Economy Actors represented TVET institutions, private industry, public sector, NGOs, business owners, training experts, consultants, academia, researchers, and trainers.

The Cross-Border Workshops included two main parts; in addition to the welcome and opening remarks, the first part consisted of the presentation of the CLUSTER Project and objectives of the event, followed by the presentation of the outcomes of the 8 local Focus Groups, after having introduced the local market needs analysis results.



In the second part of the event, the participants were divided into 4 discussion groups based on their expertise in 1 of the 4 sustainable economy sectors of CLUSTER. The first workshop was dedicated to the Blue and Green Economy, where 16 regional and local participants joined two discussion groups conducted under the umbrella of this workshop and discussed the following training outlines:

- Hydroponics Training
- Aquaponics Training

The second workshop was dedicated to the Circular Economy and Sustainable Agriculture workshop, where 21 regional and local participants joined two group discussions conducted under the umbrella of this workshop and discussed the following training outlines:

- Organic farming Training
- Food processing Training

The workshops provided the participants with the best discussion circumstances and setup to debate the regional Focus Group results and the previous training outlines at the cross-border level. After finalizing the workshop report, the Work Package coordinator will take workshop results forward to finalize the design of the training Catalogues that the project will use to conduct online and onsite training in all partners' countries.

2. Cross-Border Workshop Format and Methodology

Frontal seminar moderation: we used this methodology in the introductory session, as all the information presented in this part is unified for all the workshop regional and local participants. The frontal seminar moderation was the best time and effort-efficient methodology.

Sector identification: After the introductory session, we asked the participants to select a workshop and discussion group related to their background to join and register in the registration booth. Moderators conducted each workshop and its discussion groups in a separate room as follows:

- **Room 1-Blue and Green Economy workshop:**
 - Hydroponics
 - Aquaponics
- **Room2- Circular Economy and Sustainable Agriculture workshop:**
 - Food processing



➤ Organic farming

Interactive discussion groups: After the group discussions' registration, each discussion group moderator and note taker presented:

- the cross-border-workshop objectives
- the aim and flow of the discussion group.
- The project tasks and activities that are based on the workshop output.

The moderator also highlighted important points related to the training and training materials as follows:

- The project team will work on designing two levels of materials (entry and advanced) to give partners the flexibility to select the material level needed based on their market needs.
- The project team will work to provide four online training courses and self-employment training.
- The project team will work to provide five days of onsite training course selected by each partner (from the four training materials) based on their market need.
- The employment skills training will be merged with the onsite technical training.

The moderator explained the round table discussion structure, organized to allow asking pre-set questions related to the outline of the trainee-oriented Catalogue, its design mechanism, criteria, shortages, and development aspects.

The moderator also ensured that the participants could provide feedback, answers, and concerns about each raised topic.

The moderators distributed printed copies of the curricula outlines, including MaharatMed for soft and employment skills. The moderators gave the participants 15 minutes to re-read outlines even though this material was distributed to them in advance via e-mail to ensure an active, fruitful discussion.

3. Participant Demographics

In total, the event gathered 52 participants from:

- CLUSTER Project Partners
- Representatives of other Projects (HELIOS, GREENLAND, and others)
- Public sector – TVET institutions, agriculture, and others
- Private sector – Business owners, training providers



- Academia and researchers – Universities representatives
- Civil society – NGOs

No.	Full Surname	Affiliation
1	Dr. Abdulla Abd	Hussein Technical University- HTU, Jordan
2	Nehaya Abdel Rahman	SAAF, Jordan
3	Eng. Mohamed Abdessalem	CGDR, Tunisia
4	Dr. Majd Abu Salem	Wadi NGO-Jordan
5	Woroud Al-Abbadi	Ministry of Agriculture, agricultural extension services, Jordan
6	Alaa AlAbdallat	NARC, Jordan
7	Reem Al-Adwan	BDC, Jordan
8	Ola AlArabyat	NARC, Jordan
9	Yazid Al-Khatib	Amman Chamber of Commerce, Jordan
10	Mufadi Al-Momani	Ministry of Higher education, Jordan
11	Oula AL-Naser	Jordan University of Science and Technology JUST, Jordan
12	Asmahan Al-Omary	Jordan University of Science and Technology JUST, Jordan
13	Abdulla Alqoudah	Ministry of Agriculture, agricultural extension services, Jordan
14	Bayan Al-Raqqad	Hussein Technical University- HTU, Jordan
15	Dr. Nidal ALShawawreh	GTU, Jordan
16	Mohammad Al-Shamaileh	BDC, Jordan
17	Mothana Al-Tayem	GBC, Jordan
18	Dr. Dania Arabiat	Wise University, Jordan
19	Khadijeh Atyat	Eco consult, Jordan



CLUSTER

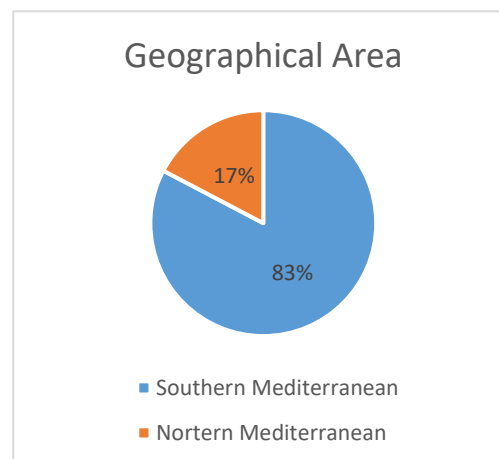
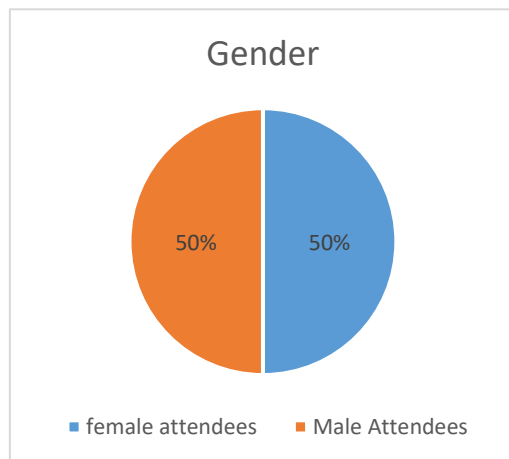
20	Dr. Hilda Bashabsha	Jordan University of Science and Technology JUST, Jordan
21	Sahel Batayneh	NARC, Jordan
22	Hatem Ben Thameur	Agriculture Public institution-Tunisia
23	Dima Bilto	Hussein Technical University-HTU, Jordan
24	Francesco Cammita	ARCES Association, Italy
25	Alberto Cerete	IEMed, Spain
26	Christina Christodoulou	Cyprus Organic Farmers Association
27	Alexander Colvine	CDE Petra Patrimonia, France
28	Raghad Dararkeh	NARC, Jordan
29	Virginia Dicuonzo	IEMed, Spain
30	Dr.Nizar Haddad	NARC, Jordan
31	Wael Haddadin	Haddadin farms, Jordan
32	Abeer Haridi	BWF, Palestine
33	Aref Herbawi	PPU, Palestine
34	Ghaleb Hijazi	BDC, Jordan
35	Zain Khraisat	NARC, Jordan
36	Ahmad Mahas	-
37	Nisreen Malkawi	Jordan University of Science and Technology JUST, Jordan
38	Simone Marsala	ARCES Association, Italy
39	Karina Melkonian	IEMed, Spain
40	Eng. Chokri Messalmani	CGDR, Tunisia
41	Mohammad Mour	NARC, Jordan
42	Tarek Okasha	Technical Committee for Organic Agriculture, Jordan
43	Antonio Oliveri	Associazione Organismi Di Formazione Assofor, Italy



CLUSTER

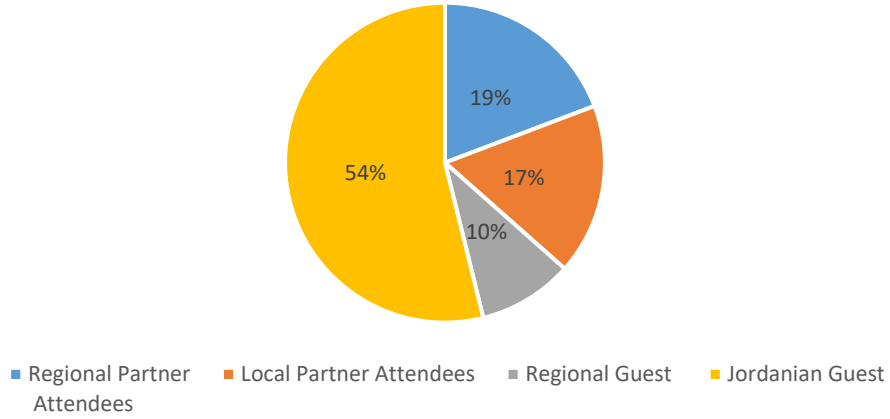
44	Marta Vilagines Romero	Farmicio I treball, Spain
45	Dr.Abdulla Sadeq	Ent Mut, Jordan
46	Jumana Salous	BWF, Palestine
47	Abeer Sager	MOU, Jordan
48	Jamal Theib Taha	Ministry of Labour, Training and Employment and Vocational Training Corporation, Jordan
49	Alaa Wahba	NARC, Jordan
50	Zain Wahba	GIZ, Jordan
51	Jafar Widyan	NARC, Jordan
52	Maram Ziad	Eco consult, Jordan

The workshop participants' gender was 50% females, and 83% of the participants were from the Southern Mediterranean area. 36% of the attendees represented the CLUSTER project partners, and the remaining 64% were Social Economy Actors invited from all the partners' countries. The details are shown in the charts below:

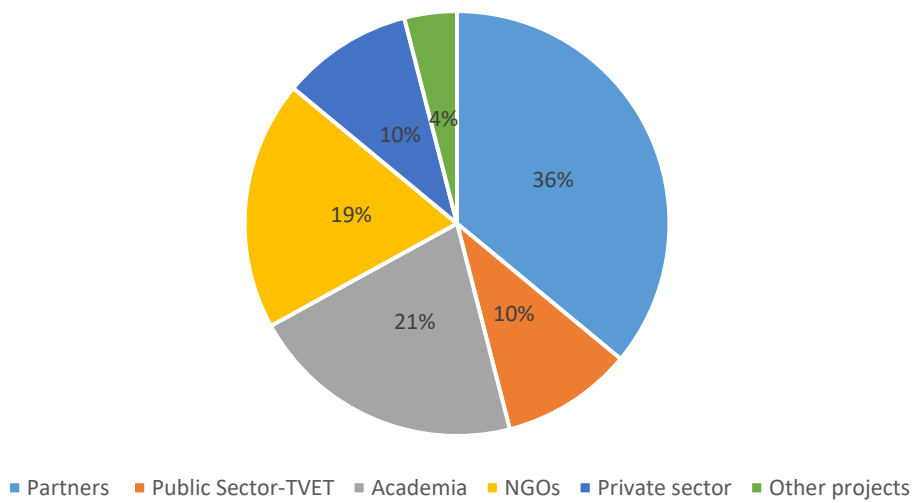



CLUSTER

Regional vs Local Attendees



Participants' Sectors and Institutions

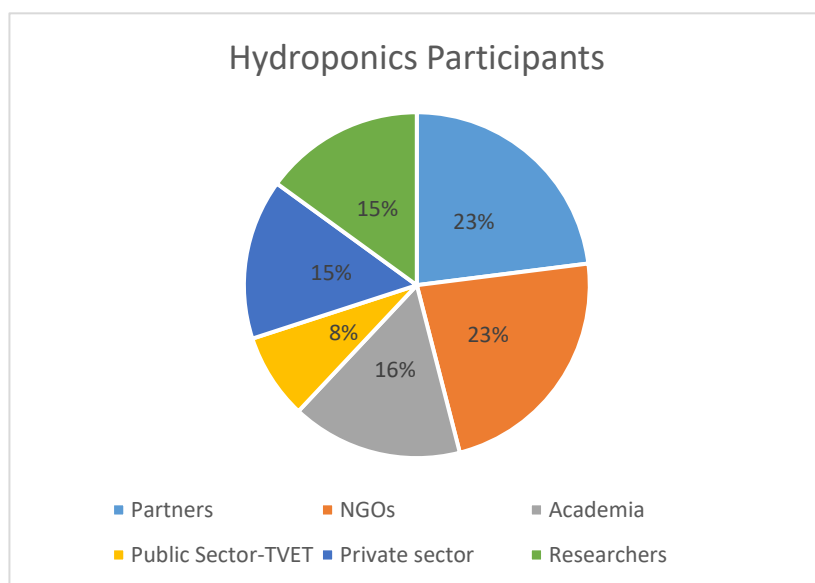
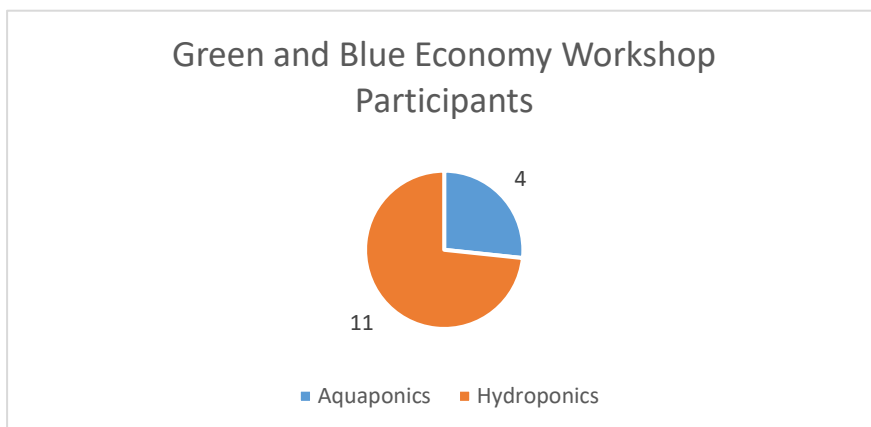




In the two workshops, attendees were distributed as follows:

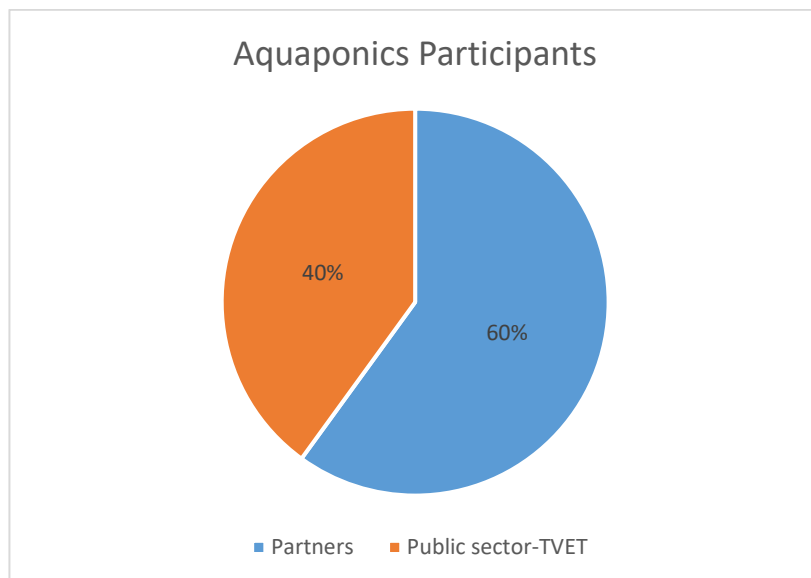
Blue and Green Economy Workshop: 17 participants joined the two discussion groups conducted under this workshop:

Blue and Green Economy Workshop	
Aquaponics Working Group Facilitator	Karina Melkonian, IEMed
Number of attendees	4
Hydroponics Working Group Facilitator	Reem Al-Adwan, BDC
Number of attendees	11
Total number of attendees with facilitators	17



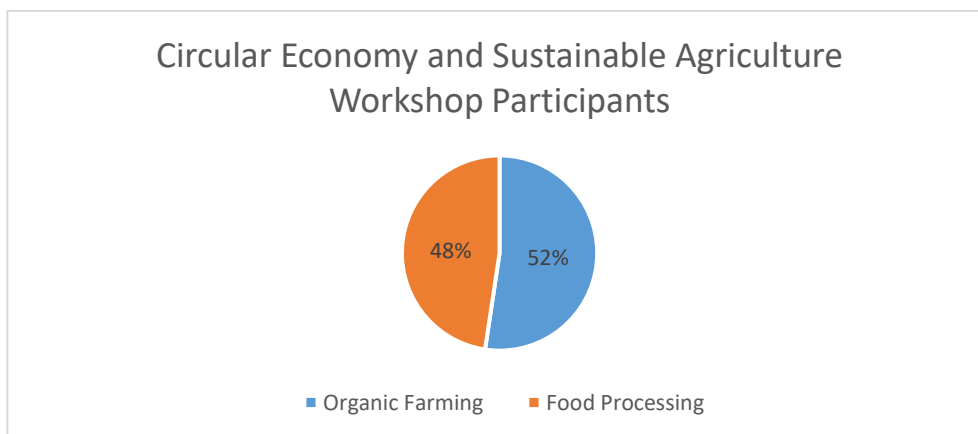


CLUSTER

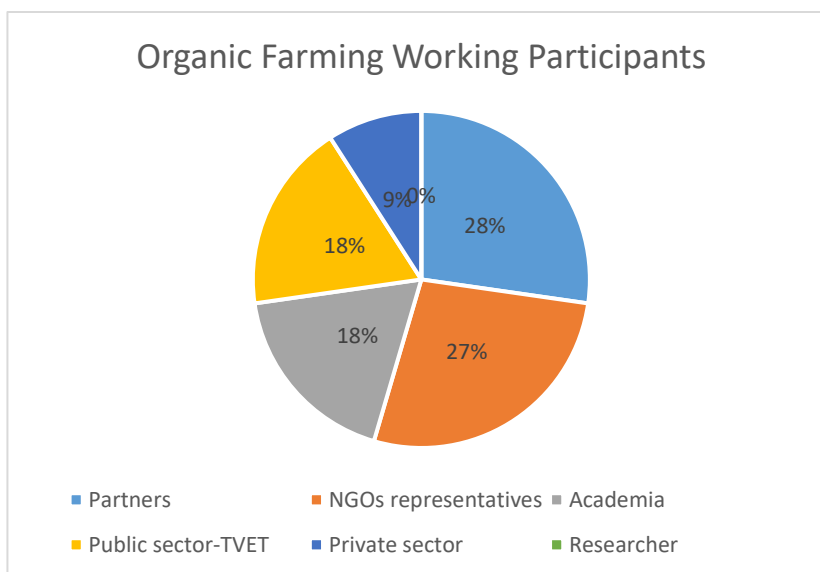
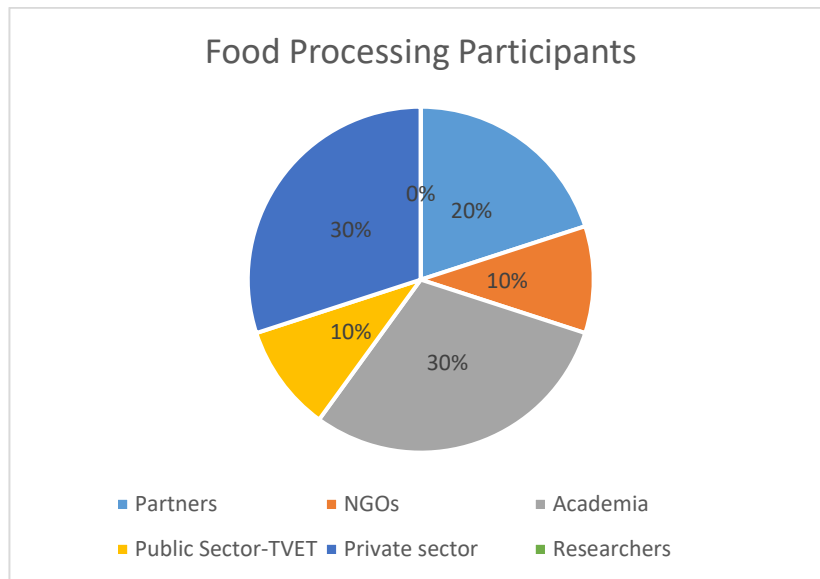


Circular Economy and Sustainable Agriculture Workshop: 23 participants joined the two discussion groups conducted under this workshop:

Circular Economy and Sustainable Agriculture Workshop	
Organic Farming Working Group Facilitator	Alaa Wahbeh, NARC
Number of attendees	11
Food Processing Working Group Facilitator	Abeer Haridi, BWF
Number of attendees	10
Total number of attendees with facilitators	23




CLUSTER



4. Feedback Gathered on the Format of Trainings:

All of the Working Groups' Facilitators presented and discussed the general Training information including:

- Training methodology
- Training Levels
- Training duration
- Training assigned hours



When the Facilitators discussed the **training methodology**, most participants stressed on the importance of focusing more on the onsite training format. In their opinion, young people need in-person interaction and close attention to be fully attentive during the training, especially if they do not have an extensive background in this field.

All participants agreed on the importance of having two training levels, **entry-level and advanced-level training, and they shared that the advanced level can only be onsite.**

Some participants suggested that the length of the training course for the online entry level should be around one week, while the advanced should be a semester to get all the expertise needed.

Others suggested that whether for entry level or advanced one, the online training should last for a few days only and dedicate the rest of the training days to the on-site training in which only those who showed interest and dedication could enroll. In the participants' opinion and experience, the training should be short and instead focus on the practical side rather than the theoretical one. They believe these training aim to help the NEETs find employment; thus, this objective should be kept in mind when preparing the curriculum.

Most participants agreed on having interactive online material for both levels and at least one live session with the trainer.

Regarding the training duration, participants thought the length of the training is too short. Also, the online training should ideally not exceed 5-10% of the entire program, while the practical should be at least 70%. The participants suggested extending the training duration to at least another five days. When the Facilitator highlighted that we couldn't change the project activities' design in this phase, specially due to budget and time constraints, they suggested selecting only the main topics.

Most participants agreed to link the online training with the onsite training to avoid the duration issue. Nevertheless, this can be achieved by covering the theoretical part of the training through self-learning material used in the online training. This way, the onsite training can be focused on the practical side of the training. Others suggested focusing on the technical skills during the traineeships, directly in the workplace, while focusing on soft skills during the training is essential.



The participants debated the **daily hours** of the onsite training; most participants in all groups suggested that 4 hours on a daily basis would be more than enough. Others suggested 5 hours with multiple breaks.

5. Feedback Gathered on the Methodology/Content of Trainings

Blue and Green Economy Workshop

Hydroponics		
	Entry Level	Advanced Level
Age	Open to the project age group 18-30	Open to the project age group 18-30
Education	Open with a knowledge base	Diploma and experience
Focus on	<p>Soft-employment skills: Communication skills, CV writing, problem-solving, and time management.</p> <p>Self-employment skills: Business plan, access to finance, and proposal writing.</p> <p>Training main topics: Some participants suggest to give the theoretical training part online with video exercises, and practical assignments. Furthermore, focus during the onsite training on culture practice, and water quality management.</p> <p>Practical Section: Most participants agreed that the practical side is needed in the online training as well as in the onsite training for both levels. In the onsite training, 80% of the training should be practical.</p>	<p>Soft-employment skills: Management, leadership, and reporting.</p> <p>Self-employment skills: Financial sustainability.</p> <p>Training main topics: Some participants suggest to give the theoretical training part online with video exercises, and practical assignments. Furthermore, more attention should be given during the onsite training on Soilless Nutrition solutions.</p> <p>Practical Section: Most participants agreed that the practical side is needed also in the online training as much as for the onsite training, for both levels.</p>
Add-ons	<p>Soft-employment skills: Risk management.</p> <p>Self-employment skills: Managerial skills, NVP, and exit strategy.</p> <p>Training main Topics: N/A</p> <p>Practical Section: N/A</p>	<p>Soft-employment skills: Risk management, resource planning, and resource management.</p> <p>Self-employment skills: Managerial skills, NVP, and exit strategy.</p> <p>Training main Topics: N/A</p>



CLUSTER

		Practical Section: Innovation and H. technologies
Suggestions	<p>Soft-employment skills: Use blended learning methodology, the online approach to be self-learning with exercises in class, add on the on-site training a one-day CV writing and interviewing skills training.</p> <p>Self-employment skills: Some participants suggested to focus on important subject just like marketing proposals budgeting/ and delete the rest.</p> <p>Training main topics: Most participants suggested to keep only the introduction for online and delete the other topics. Others agreed to give all the theory online.</p> <p>Practical section: Participants agreed that the media content added should be exercises, and the assignment given should be captured as video.</p>	<p>Soft-employment skills: Blended learning approach, online self-learning material, assignment in the form of exercises and games.</p> <p>Self-employment skills: N/A.</p> <p>Training main Topics: Most of participants agreed that the advanced level should be covered onsite.</p> <p>Others suggested to keep the practical part onsite.</p> <p>Practical section: Participants agreed that the media content added should be exercises, and the assignment given should be captured as video.</p> <p>The attendees as well suggested that the onsite training should be given outside, not in a classroom.</p>



CLUSTER

Aquaponics		
	Entry Level	Advanced Level
Age	Open to the project age group 18-30, with no limitation on women age group	Open to the project age group 18-30, with no limitation on women age group
Education	Open with a knowledge base	Should take the entry level first Have knowledge and previous experience
Focus on	<p>Soft-employment skills: Give one day soft skills sessions in the onsite training. Afterwards, provide the other information about skills needed in the coaching and mentoring sessions.</p> <p>Self-employment skills: The participants suggested to offer this training to a smaller group, where the trainees will be asked to come up with a tangible business plan that they shall present at the end of the training. This way, this training will be as beneficial and effective as possible.</p> <p>Training main topics: The percentage of the technical and theoretical part should be only 20%.</p> <p>Practical section: Most participants agreed that the practical side is more important since developing aquaponics depends on its geographical location, since the climate and soil play an integral role in shaping the nature of aquaponics.</p>	<p>Soft-employment skills: Give one day soft skills sessions in the onsite training. Afterwards, provide the other information about skills needed in the coaching and mentoring sessions.</p> <p>Self-employment skills: The participants suggested to offer this training to a smaller group, where the trainees will be asked to come up with a tangible business plan that they shall present at the end of the training. This way, this training will be as beneficial and effective as possible.</p> <p>Training main topics: The percentage of the technical and theoretical part should be only 20%.</p> <p>Practical section: According to the participants, the practical exercises should be considered as a training technique and should occupy the greater part of the training itself. The theoretical knowledge will be gained on the ground, which will allow trainees to understand the real-life application of the theories, and thus, gain a better understanding of aquaponics.</p>
Add-ons	<p>Soft-employment skills: N/A</p> <p>Self-employment skills: N/A</p> <p>Training main topics: N/A</p> <p>Practical section: N/A</p>	<p>Soft-employment skills: N/A</p> <p>Self-employment skills: N/A</p> <p>Training main topics: N/A</p> <p>Practical section: N/A</p>



CLUSTER

<p>Suggestions</p>	<p>Soft-employment skills: The participants suggested to better tailor this training, to prepare a short questionnaire once the trainees are selected, to share it with them, with the objective of exploring their level of knowledge in these soft skills. According to the results of this questionnaire, the trainer will be able to prepare a soft skills session.</p> <p>Self-employment skills: The participants offered the option of asking the trainees if they would like to take this training at first. That is because some trainees might not look for entrepreneurship opportunities once they finish their training, due to lack of resources or interest.</p> <p>Training main Topics: N/A</p> <p>Practical Section: The participants suggested that the potential SMEs where the trainees will be working, should be in the same location so that they can transfer their know-how within these companies.</p>	<p>Soft-employment skills: The participants suggested to better tailor this training, to prepare a short questionnaire once the trainees are selected, to share it with them, with the objective of exploring their level of knowledge in these soft skills. According to the results of this questionnaire, the trainer will be able to prepare a soft skills session.</p> <p>Self-employment skills: The participants offered the option of asking the trainees if they would like to take this training at first. That is because some trainees might not look for entrepreneurship opportunities once they finish their training, due to lack of resources or interest.</p> <p>Training main Topics: N/A</p> <p>Practical Section: The participants suggested that the potential SMEs where the trainees will be working, should be in the same location so that they can transfer their know-how within these companies.</p>
---------------------------	---	---



Circular Economy and Sustainable Agriculture Workshop

Food Processing		
	Entry Level	Advanced Level
Age	Open to the project age group 18+ With no limitation on women age group	Open to the project age group 18+ With no limitation on women age group
Education	High school or less	People with BA certificate
Focus on	<p>Soft-employment skills: The participants agreed on the importance of teaching trainees how to market themselves in interviews, CV writing, soft skills such as communication, time management and problem-solving.</p> <p>It is important to have a soft skills onsite training / or coaching on the topics such as teambuilding, communication and digital skills, adaptability, leadership, etc.</p> <p>Self-employment skills: Leadership management skills, entrepreneurship concept, communication, creative thinking, strategic thinking topics, like project management, online-business, finances, marketing, planning entrepreneurship, because sometimes job seekers do not know about this option, business model canvas, how to develop a business plan.</p> <p>Training main Topics: The difference between the entry level and the advanced level, as it is possible for the two levels to include the same topics, but with a more detailed and deeper</p>	<p>Soft-employment skills: Same topics as required for entry level but with more advanced content.</p> <p>Self-employment skills: Same but with more advanced content on business plan pitching, advanced technical related topics, role modeling interaction, team competitions.</p> <p>Training main Topics: The difference between the entry level and the advanced level, as it is possible for the two levels to include the same topics, but with a more detailed and deeper training in the topics at the advanced level.</p> <p>Practical Section: The weight between practical and theoretical application is not clear in the training outline, however participants recommend that 70% of the course should be practical training, 30% should be theoretical knowledge.</p>



CLUSTER

	<p>training in the topics at the advanced level.</p> <p>Practical Section: The weight between practical and theoretical application is not clear in the training outline, however participants recommend that 70% of the course should be practical training, 30% should be theoretical knowledge.</p>	
Add-ons	<p>Soft-employment skills: Adaptability, digital literacy.</p> <p>Self-employment skills: Adaptability, digital literacy, official communication, and reporting</p> <p>Training main Topics: N/A</p> <p>Practical Section: The online training should be incorporating the learning by doing through embedding practical aspects, exercises and homework in the training.</p>	<p>Soft-employment skills: Adaptability, digital literacy, official communication, and reporting.</p> <p>Self-employment skills: Adaptability, digital literacy, official communication, and reporting</p> <p>Training main Topics: N/A</p> <p>Practical Section: The online training should be incorporating the learning by doing through embedding practical aspects, exercises and homework in the training.</p>
Suggestions	<p>Soft-employment skills: It should use on-site coaching and mentoring tools.</p> <p>Self-employment skills: N/A</p> <p>Training main topics: The need to rearrange the provision of training topics</p> <p>Practical section: Also, the onsite training should have interactive training methods and should emphasize theoretical concept through practice, participation and application. It would be more valuable to incorporate the learning by doing into the onsite training to ensure an engaging training that stays with the trainees.</p>	<p>Soft-employment skills: It should use on-site coaching and mentoring tools.</p> <p>Self-employment skills: N/A</p> <p>Training main topics: The need to rearrange the provision of training topics</p> <p>Practical section: Also, the onsite training should have interactive training methods and should emphasize theoretical concept by practice, participation and application. It would be more valuable to incorporate the learning by doing into the onsite training to ensure an engaging training that stays with the trainees.</p>

Organic Farming		
	Entry Level	Advanced Level
Age	Open to the project age group 18-30	Open to the project age group 18-30
Education	Open with a bit of knowledge base	Diploma And experience
Focus on	<p>Soft-employment skills: Communication skills, CV writing, problem-solving, and time management.</p> <p>Self-employment skills: Business plan, access to finance, and proposal writing.</p> <p>Training main topics: Some participants suggest to give the theoretical training part online with video exercises, and practical assignments.</p> <p>Practical section: Most participants agreed that the practical side is needed also in the online training as well as the onsite training for both levels. In the onsite training 80% of the training should be practical.</p>	<p>Soft-employment skills: Management, leadership, and reporting.</p> <p>Self-employment skills: Financial sustainability.</p> <p>Training main topics: Some participants suggest to give the theoretical training part online with video exercises, and practical assignments.</p> <p>Practical section: Most participants agreed that the practical side is needed also in the online training as well as the onsite training for both levels.</p>
Add-ons	<p>Soft-employment skills: Risk management.</p> <p>Self-employment skills: Managerial skills, and exit strategy.</p> <p>Training main topics: N/A</p> <p>Practical section: N/A</p>	<p>Soft-employment skills: Risk management, resource planning, and resource management.</p> <p>Self-employment skills: Managerial skills, and exit strategy.</p> <p>Training main topics: N/A</p> <p>Practical section: N/A</p>
Suggestions	<p>Soft-employment skills: Use blended learning methodology, the online approach to be self- learning with exercises in class, add to the on-site training a one- day CV writing and interviewing skills training.</p> <p>Self-employment skills: Some participants suggested to focus</p>	<p>Soft-employment skills: Blended learning approach, online self- learning material, assignment in the form of exercises and games.</p> <p>Self-employment skills: N/A.</p> <p>Training main topics: Most of participants agreed that the advanced level should be covered onsite.</p>



CLUSTER

	<p>on important subject just like marketing proposals budgeting/ and delete the rest.</p> <p>Training main topics: Most participants suggested to keep only the introduction for online and delete the other topics. Others agreed to give all the theoretical part online.</p> <p>Practical Section: Participants agreed that the media content added should be exercises, and the assignment given should be captured as video.</p>	<p>Others suggested to keep the practical part onsite.</p> <p>Practical section: Participants agreed that the media content added should be exercises, and the assignment given should be captured as videoed. The attendees as well suggested that the onsite training should be given in outside, not in a classroom.</p>
--	---	--

6. Key Findings

The two workshops' findings have some similarities and others that differ. Overall, the participants of the two workshops agreed on the trainees profile, including age groups, education, and background as the following:

- Most participants agreed that the age range for youth should be as designed by the project, 18-30, and for women 18+ with no limitation. The participants agreed that age would not be essential to show dedication or excel in the training. **While a minimum age is necessary, the differences after an age of 18 can be disregarded.**
- Regarding education, participants, in general, agreed that knowledge, experience, and interest could drive the trainees more effectively. Others agreed that at least a high school education is required for the entry-level, and a diploma for the advanced. **It's not only about the educational background, but rather the needs of the targeted audience (the mapping done, basically).**
- Many participants mentioned the need to link the two training levels.

On the other hand, the participants shared the same concerns and suggestions regarding the general training information, including the training duration, daily hours, training methodology, and setup. The participants agreed on the following:

- The five days of on-site and online training are a concise period to conduct the training plans prepared by the other projects.



CLUSTER

- They need to focus more on the on-site training format since, in their opinion, young people need in-person interaction and close attention to be fully attentive during the training, especially if they do not have an extensive background in this field.
- The focus should be on the practical side more than the theoretical side.

Throughout the discussion, participants agreed on the importance of soft skills for employment and self-employment. As most participants indicated, technical skills and knowledge can be obtained with the availability of the right soft skills. The participants shared the following opinions:

- The soft skills training needs minimum 5 days.
- Self-employment training should be provided only for interested people.
- The participants described the positive impact of presenting role models and case studies for youth in both tracks.

7. Conclusion and Recommendations

The workshop discussion groups confirmed the need to equip NEETs, particularly women, with the employment soft and technical skills to enter the labor market in the four targeted, sustainable economy sectors. While facilitating the different groups, moderators agreed on the following conclusions:

- The training outlines in previous projects are intense and designed for a longer duration than the one assigned to CLUSTER trainings.
- The training design should be changed to extend the training duration or minimize the training outline.
- The targeted group definition and selection criteria are unclear and should be identified.
- The need to focus on the practical side of the training.
- The need to differentiate the online material from the onsite material.

The main findings from data generated by the discussion groups are summarized below. The discussion also brought valuable information on the training outline in terms of targeted groups, training duration, training methodology, and others. As part of the finding, participants agreed on the following recommendation:

- The need to have valid criteria to select the participants and adapt training to the different levels of education that could be present.



CLUSTER

- Many participants suggested that the trainees who enroll in the advanced level should finish the entry-level in advance.
- We can design the entry-level training to be finalized within five days of training, but the advanced training should be extended. Some of the participants suggested giving advanced training during a semester.
- Add a practical element in the online training as well.
- The soft skills onsite training to include teambuilding, communication, digital skills, adaptability, marketing in interviews, CV writing, leadership, etc. Other topics, like project management, can be covered online.
- Some participants suggested rearranging employment training topics, for example, giving leadership training in the theoretical part, followed by guidance on team building in the practical part.
- Participants highlighted the importance of adding the coaching and mentoring tools to the self-employment track and career guidance to the employment track.
- On the other hand, the importance of focusing on the business model canvas and how to develop a business plan.
- The participants suggested having a contract with the trainee and the enterprises to guarantee both involvements for the whole duration.
- It would be better for the trainees to pay a minimum to ensure they invest their time and don't drop out.
- To assess the motivation, it is okay to have an interview with applied trainees and an online questionnaire.
- To ensure that enterprises will hire trainees after the traineeships, participants suggested including them in the interview process and trying to have a binding reason for the private sector to be involved until the end.
- The advanced level should include more detailed and deeper training material.
- Participants recommend that 70% of the course should be practical training, and 30% should be theoretical knowledge.
- The online training should incorporate learning by embedding practical aspects, exercises, and home works in training.
- The onsite training should have interactive methods and emphasize theoretical concepts by doing, participating, and applying.
- Agreed on having interactive online material for both levels and at least one live session with the trainer.
- The participants debated the daily hours of the onsite training; some suggested that 4 hours on daily bases would be more than enough. Others explained that 5 hours with multiple breaks would be more effective.



CLUSTER

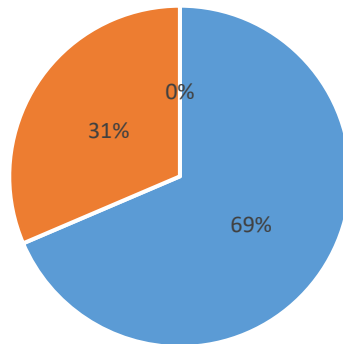
- For the trainees who will be enrolled in the advanced level training, the participants suggested that the trainees will need to have at least an agriculture-related diploma certificate.
- The participants agreed on the need to design a basic assessment to select the online trainees. The assessment should measure the essential information for the trainee in agriculture, irrigation, and soil. Based on the evaluation of online trainees, the participants suggested selecting the onsite trainees.
- One participant with a wide range of experience in Green Entrepreneurship programs suggested adding the following topics:
 - Managerial skills
 - NVP
 - Exit strategy
 - Financial sustainability
- Since the employment skills training is not designed as a standalone training, participants suggested that the only way to cover the employment skills is to blend the material with the technical material through presentations and exercises. Most participants also suggested giving one day (last day) employment skills that include CV writing and interviewing skills.
- Other participants agreed that self-online learning should include interactive assessments, games, assignments, and others.
- Participants in different groups suggested distributing the technical outline between entry and advanced levels, as well as focusing on the introduction in the online training.

8. Cross-Border Workshops Evaluation Results

Copies of the Cross-border Workshop Evaluation Questionnaire were distributed to the participants at the end of the workshop to collect feedback on the relevance and quality of the event. The Questionnaire included six quantitative questions and one qualitative one.

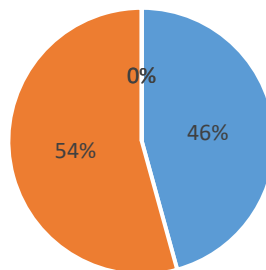
Participants were generally satisfied with the selection of participants, discussion assigned time, and the workshop format. Furthermore, most participants' expectations were met regarding the quality of the overall workshop, networking opportunities, and gaining new insights.

Q1. Overall, did the cross-border workshop meet your expectation?



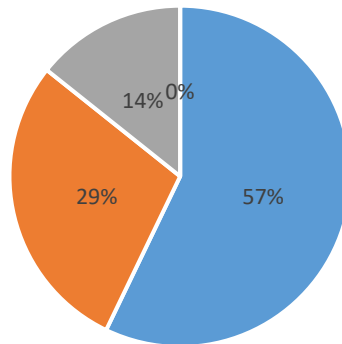
■ a. Yes, absolutely ■ b. Yes, to some extent ■ c. No

Q2. To which degree was this event an opportunity to strengthen networking and dialogue among relevant stakeholders?



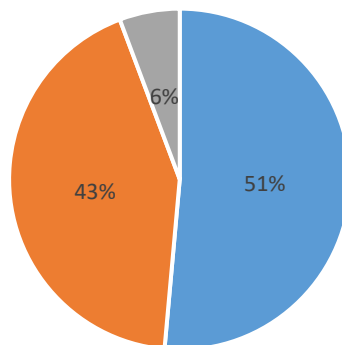
■ a. It was an excellent opportunity ■ b. It was a good opportunity ■ c. It was somewhat useful ■ d. Not useful at all

Q3. Please select your level of satisfaction regarding the selection of participants



■ a. Very satisfied ■ b. Somewhat satisfied ■ c. Neutral ■ d. Not so satisfied

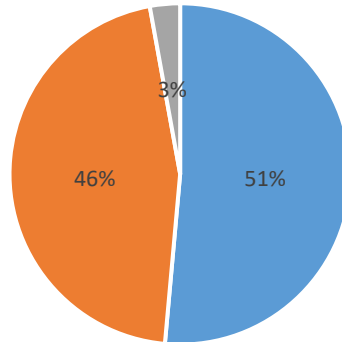
Q4. Did you find the time spent per curriculum adequate?



■ a. Yes, absolutely ■ b. Yes, to some extent ■ c. No

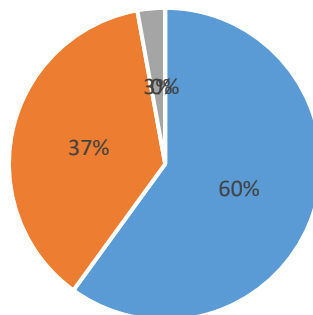
 CLUSTER

Q5. Has your participation in the event provided you with new insights?



■ a. Yes, absolutely ■ b. Yes, to some extent ■ c. No

Q6. Please select your level of satisfaction regarding the format of the event



■ a. Very Satisfied ■ b. Somewhat Satisfied ■ c. Somewhat Dissatisfied ■ d. Very Dissatisfied

In the last and open-ended question which invited participants to give suggestions/recommendations to improve the content and organization of future events, here are the answers collected:

- Kindly share with the participants all the Cross-border Workshop's documents to have a better engagement even after the event.
- It is advisable to include a bigger number of NGOs in such events.
- Provide more details about the structure of the workshop.



CLUSTER

- In my opinion the content should focus more on the actual practice of organic farming
- More time should have been dedicated to this event.
- Engage the Ministry of Agriculture-agricultural extension unit in the future work and give them a role in the design of the training material.
- I recommend sharing the feedback of the national and regional FGD among partner countries.