

WP 2: Guidelines for youth workers on how to promote youth entrepreneurship



ACTIVE YOUTH HUB PROJECT



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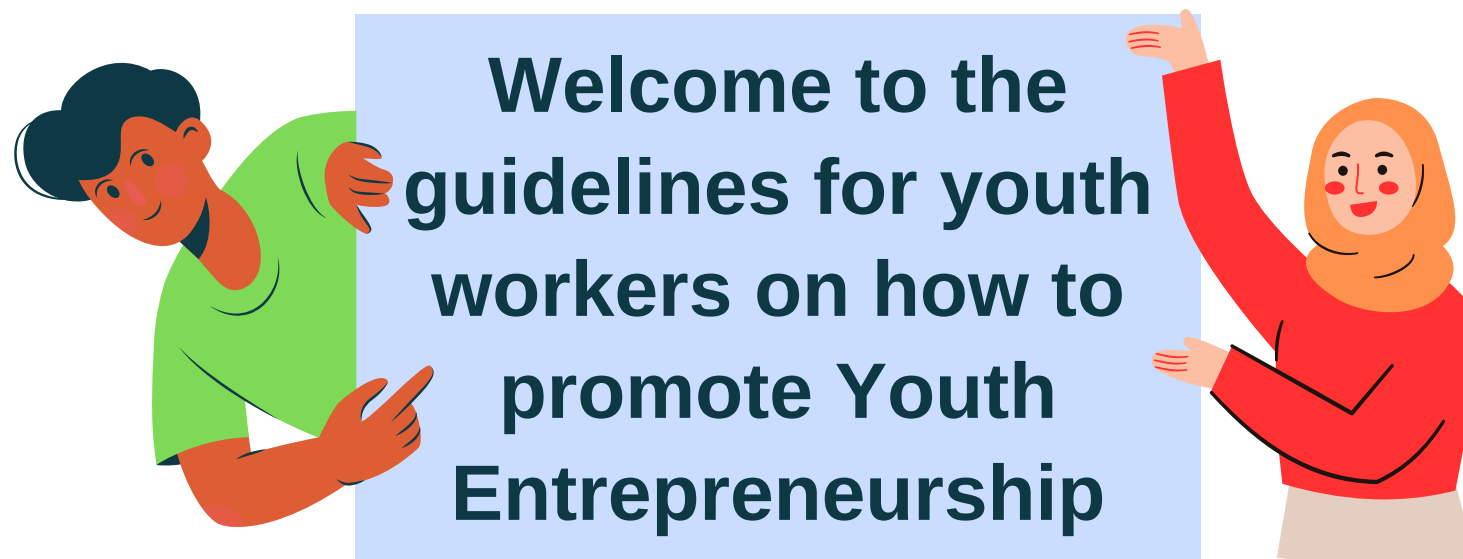
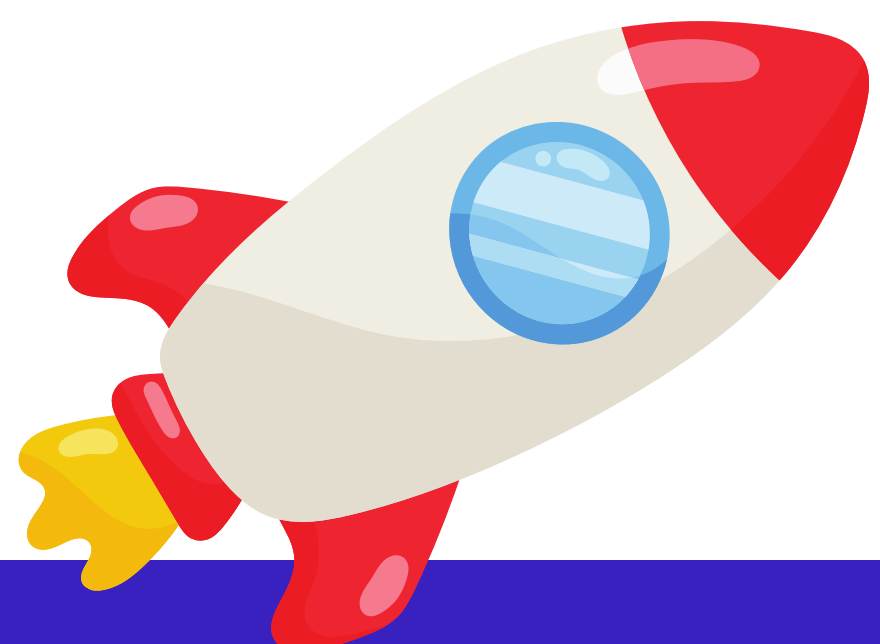


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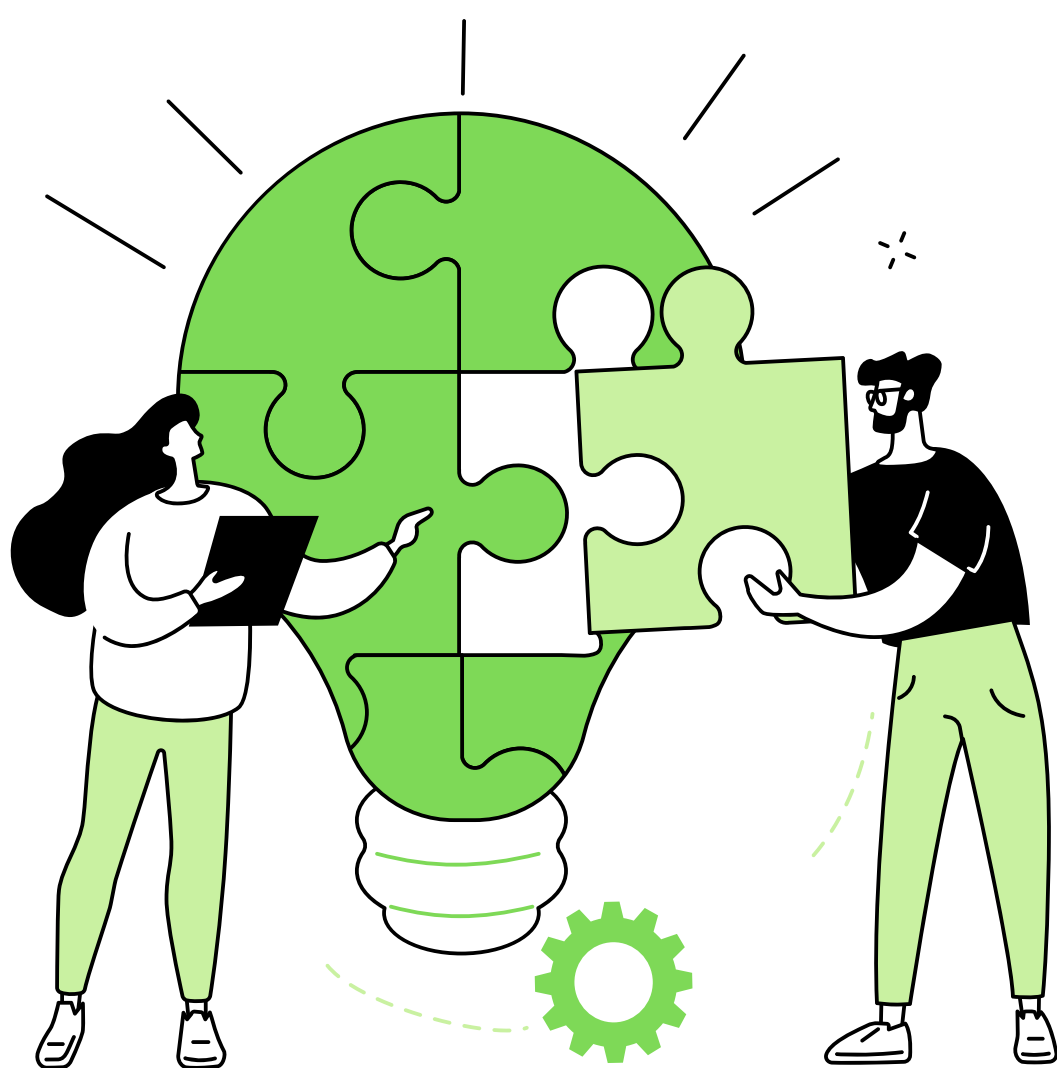


1. Introduction

The “Active Youth Hub” (AYH) project is paying attention to the needs of youth and youth workers, with a special focus on underprivileged and disadvantaged individuals who lack access to the tools and support required to develop crucial skills for the labor market, like active citizenship and entrepreneurship.

Through this guidance, disadvantaged youth and youth workers will have access to evidence-based resources and methodologies that can enhance employability skills development, particularly in the area of youth entrepreneurship.

A crucial aspect of this project is to include youth and youth workers in the development of the project’s results. To achieve this, during the initial phase of preparing this handbook, short-scale empirical (qualitative) research was conducted, implementing focus groups in the consortium’s countries. The final needs identified through the focus group discussions have been incorporated into this handbook to ensure a better understanding and effective implementation of the provided resources.



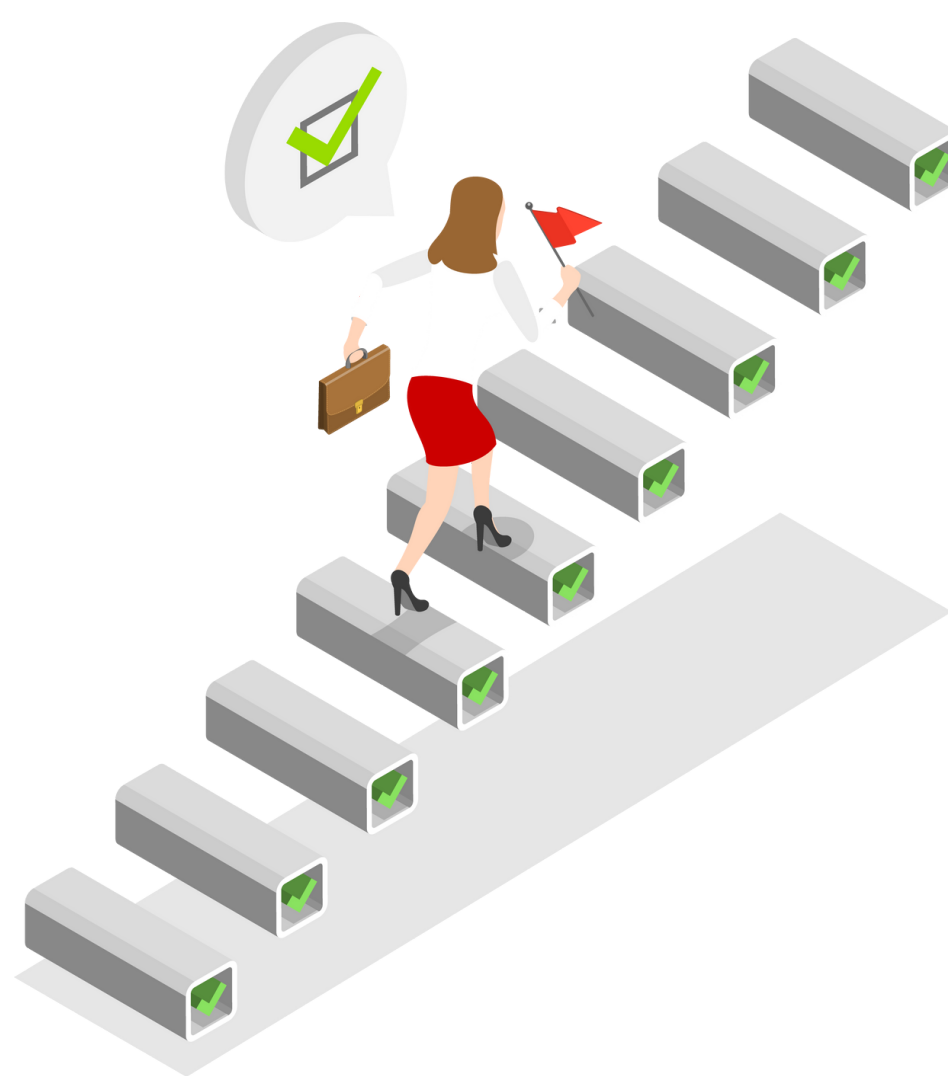


2. Definition of Youth Entrepreneurship

According to the EU Youth Goal, youth entrepreneurship refers to the active participation of individuals typically aged 15 to 29 in entrepreneurial activities and initiatives aimed at initiating, managing, or advancing businesses or projects. It involves the creation of innovative concepts, business ventures, and startups, all aligned with the broader objectives of fostering economic growth, job creation, and social inclusion as defined by the European Union.

Many young people entering the workplace after graduation face significant challenges. Consequently, they often experience high rates of youth unemployment, exploitation, and precarious working conditions. Moreover, the COVID-19 pandemic revealed a shortage of young people with the necessary skills to fill vacant positions in today's job market. Therefore, proactive measures must be taken to ensure that everyone has access to quality employment.

The EU Youth Goal's focus on youth entrepreneurship aims to provide young people with the tools, resources, and support networks they need to succeed as business owners. It promotes inclusivity, sustainability, and cross-border collaboration to foster an active and innovative entrepreneurial ecosystem within the European Union. This strategy intends to alleviate youth unemployment, promote self-employment, and encourage young people to actively participate in the economic and social growth of the EU.





3. How to use this handbook

This Handbook is divided into three distinct parts. The first part comprises the proposed good practices from the consortium countries that aim to enhance youth entrepreneurship and inspire youth workers to incorporate them into their daily work lives.

The second part is dedicated to utilizing the bibliography and reading the literature items included in the Handbook. Additionally, the proposed literature provides practical activities that a youth worker can utilize. Through this resource, educators gain access to high-quality, evidence-based resources and guidance to inform their interventions and teaching practice, ultimately leading to more effective learning and the development of key employability skills among their learners.

Finally, at the end of the handbook, the reader will find a set of standards identified for the evaluation of interventions by youth workers.





4. GOOD PRACTICES IN PROMOTING YOUTH ENTREPRENEURSHIP

Title of the project

ACEIN - Athens Center for Entrepreneurship and Innovation

Name of the Coordinating Entity

Athens University of Economics and Business

Location
Greece

Duration
7+

Website
<https://acein.aueb.gr/en/idea-program/>

Objectives

ACEin supports potential young entrepreneurs and researchers in order to turn their innovative entrepreneurial ideas or scientific research results into a sustainable business model and subsequently a start-up company as well as large organisations to tackle specific business problems by collaborating with start-ups and tech-talented people.

The IDEA programme is Innovation Design & Entrepreneurial Action.

General Description

The IDEA programme aims at bringing together students, who are currently in their 3rd or higher semester of studies, from different Universities to formulate interdisciplinary entrepreneurial teams and work on specific areas to do so. Students are evaluated through a questionnaire based on their entrepreneurial competencies and are then divided into complementary groups. The programme has a total duration of 7 days and is completed in two weeks' time. Participants are trained through workshops and seminars such as business planning, market research, pitching etc. and then are invited to present their final ideas in a formal ceremony where they are validated by a scientific committee. Approximately 50 students benefit from this project each semester.

Results achieved

400+ teams supported, 100+ teams incubated, 12+ teams funded (the initiative in general) 4 rounds implemented, 120 benefited students, 13 university departments (for the programme IDEA specifically)

Benefits for students:

- Attend an engaging program, which includes lectures, guest speakers, hands-on experience, group discussions and personalized coaching
- Engage with and learn about purpose-driven entrepreneurship
- Enhance and/or develop entrepreneurial competencies and soft skills
- Participate in a creative, hands-on business simulation where they collaborate with students from different disciplines
- Have the opportunity to shift their view of themselves

Description of the training methods

It is a 2-day full training: First day includes the welcoming and team bonding for the group. Then they focus on an innovation plan, and they give 10 types of innovation. The specific method is shared only to selected participants though the uniqueness of this initiative is that the focus a lot on the concept of innovation, breaking it down so students can understand it better and make the abstract thinking about it more accessible. They also integrate speed coaching in the programme, coaching in pairs as it is important to bring various dynamics and perspectives together to work and share ideas and thoughts.

The second day is focused on the Idea generation. With a workshop dedicated to that and a lot of practical elements, students will immerse themselves in idea generation and how they can put themselves into the methodology of idea generation. Then two important things they focus on this day is market research as it is important to target your idea in the market area it aligns and also workshops on leadership and team roles as in any innovative idea the work will be done by a team and smooth cooperation in it is the key to the success of the entrepreneurial initiative.



ACTIVE YOUTH HUB PROJECT

Title of the project

Orange Grove

Name of the Coordinating Entity

Embassy of the Kingdom of the Netherlands in Athens

Location

Greece

Duration

10 years

Website

<https://orangegrove.eu/>

General Description

In an environment that is conducive to growth, Orange Grove tries to turn new entrepreneurs into confident startup community members, and business ideas into established companies, through the following services:

Participants in Orange Grove have the opportunity to attend 6-month incubation programmes and shorter intensive training programmes (vertical or horizontal) on entrepreneurship and innovation. Orange Grove's programmes and trainings include bootcamps, workshops, lectures and 1:1s that are tailored to their needs and delivered by acclaimed international and Greek speakers & trainers. They are coached and mentored by experienced professionals and have access to services from a large international pool of volunteer mentors, coaches and advisors, as well as dedicated Entrepreneurs in Residence. These professionals share their entrepreneurial know-how and provide guidance on how to deal with various issues new entrepreneurs may face.

The training programme is conducted in cooperation with our international knowledge partners, mainly leading universities and startup organisations in the Netherlands, and advisors in critical posts in international startup ecosystems around the world.

Objectives

Orange Grove is an incubator and network community empowering innovative entrepreneurs in Greece

It is an initiative of the Embassy of the Kingdom of the Netherlands in Athens, operated by the non-profit Ithaca and financially supported by Greek-Dutch businesses and local charity foundations.

The project is a result of broad community support, university affiliations, highly committed mentor networks, and supportive sponsors and partners. All of them are committed to helping young entrepreneurs turn their ideas into profitable, or at least self-sustaining business, through special programs focusing on mentoring, coaching, education, and networking.

- Support startups & innovative SMEs by providing access to unique expertise and international networks, in order to grow successful businesses and create job positions in Greece,
 - Facilitate the exchange of best practices with the aim to foster two-way brain mobility,
 - Promote entrepreneurship & knowledge sharing and nurture innovation,
 - Encourage an open, transparent and cooperative business environment,
- Strengthen & diversify local startup ecosystems and connect them to their international counterparts.

Results achieved

Over 220 startups have been part of Orange Grove. Trainees have the chance to get intense training from professionals in the field, attend competitions and practice skills. Also, they get the chance to win prizes like attending one of the most important business meetings in the Hague (GEs summit), or educational trips to the Netherlands to visit companies and experience different case studies or sometimes funding to directly start their entrepreneurial steps.

Description of the training methods

Orange Grove offers participants access to a valuable network: the network of its mentors & experts, partners, donors/sponsors, the network of the Netherlands Embassy and much more. They are also offered connections with potential investors, media outlets that provide them with visibility, and important contacts they meet during the numerous open and closed events in Orange Grove. Through these networks, Orange Grove creates bridges with the local and international markets.



ACTIVE YOUTH HUB PROJECT

Title of the project

Enabling Youth
Entrepreneurship
Support Group/
INCUBATE

ID of the project

2014-1-RO01-KA200-002715

Name of the Coordinating Entity

Centrul de Resurse pentru Organizatii Studentesti

Location

Romania, Italy,
Macedonia,
Netherlands

Duration

Start date 01-11-
2014
End date 31-10-

Website

https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ec13c3ec-ac3b-4006-97a0-e6c43184c593/Yincubate_BookA4_web.pdf

Objectives

O1. To gain expertise from the partners inside the consortium, build their capacity, be sustainable, and scale up.

O2. To develop innovative and easy-to-share practices (the Incubation-Outside-the-Box toolset) for youth incubation programmes designers around Europe.



Results achieved

- Impacted the participating organizations by raising their business incubators performance measured by the number of enterprises developed each year, their generated revenue and the time of an incubation cycle.
- Raised the awareness and credibility of the organizations involved and opened the door for new international collaborations on similar topics.
- The dissemination workshops hosted by other similar organisations helped inspire them to create better incubation processes.
- Created an easy-to-use toolset that ensures knowledge transfer for any interested organisation.

General Description

The Enabling Youth Entrepreneurship Support Group project is the result of a 4 European business incubators collaboration, having various approaches to working with youth enterprises: one cooperative from Italy (Impact HUB Syracuse), the Macedonian Foundation Business StartUP Center from Bitola, a higher education & VET institution in the Netherlands functioning as an alternative business school (Team Academy Netherlands), and one NGO organized as a business incubator for young people in Romania (CROS, the Alternative University program).

The flow of activities consisted of five main types of activities:

- (1) Project management and implementation activities,
- (2) Intellectual Outputs Development and Delivery (the Incubating Incubation Report, research on youth entrepreneurship, enabling programmes around Europe and the Globe, and the state of the art when it comes to incubation for youth—an online publication and infographic associated, and the Incubation-Outside-the-Box ToolSet—an educational physical product (a game), website, and support service associated (a book),
- (3) A transnational project meeting dedicated to dissemination and sustainability measure design,
- (4) Dissemination workshops and online-specific activities (five dissemination workshops held in 4 European cities), and
- (5) Engaging learning activities: three sharing sessions-based seminars, each with study visits associated with expert training.

Description of the training methods

- Work breakdown structure organization method -> developed an incubation-outside-the-box toolset.
- Design thinking and design for six sigma.
- Partnership brokering and facilitation methods.
- Co-creation methodologies.



ACTIVE YOUTH HUB PROJECT

Title of the project
Build your future

ID of the project
2014-2-DE04-KA205-001398

Name of the Coordinating Entity

Internationale Akademie Fur Innovative Padagogik Psychologie Und Okonomie Gmbh (INA)

Location
Croatia, Germany,
Ireland, Italy,
Romania, Slovakia,
Spain, United
Kingdom

Duration
Start date 01-02-2015
End date 31-01-2017

Website
[https://erasmus-
plus.ec.europa.eu/projects/search/details/
2014-2-DE04-KA205-001398](https://erasmus-plus.ec.europa.eu/projects/search/details/2014-2-DE04-KA205-001398)

Objectives

- To equip young people with the skills and attitudes necessary to develop their entrepreneurial mindset;
- O2. Strengthen their employability skills to be better prepared for employment, self-employment, or further education;
- O3. To foster cooperation among civil society and policy stakeholders on sustainable support structures and policies for local entrepreneurship.

General Description

It started with research into the local context and young people's needs. Other project activities included the Training of Trainers for youth workers, international blended mobility learning events for young people, online learning and exchange, the Entrepreneurship Labs, the Build Your Future Challenge, partners' meetings, and the Multiplier Events.

Description of the training methods

- Human Centered Design
- Exchange of best practices
- Ideas Incubator
- Learning by doing, using mostly audio-visual content



Results achieved

- The Entrepreneurship Education Course of 5 Modules became an innovative, practice-oriented learning tool for young people with fewer opportunities to study entrepreneurship and social entrepreneurship.
- The course material is available in 6 languages: English, German, Croatian, Italian, Slovak, and Hungarian.
- 160 young people were selected in Ireland, Italy, Germany, Slovakia, Romania, Croatia, and the UK to participate in the project, including 75% of young people with fewer opportunities; 113 people graduated.
- The motivation of young people increased significantly for their current school studies in all countries. Graduates from the Dublin group became the leaders for the Build Your Future-2 in Dublin; 60 project ideas were developed by young people in Croatia.
- 20 youth workers in 7 countries became trainers and mentors to young people.
- 4 international meetings among 134 project participants led to an intensive exchange of experience and learning.
- 1.500 EUR were raised for the Build Your Future Challenge to support the entrepreneurial ideas of young people. 3 projects out of 7 were awarded the start-up grants.
- 401 people attended 10 Multiplier Events in 7 countries.
- 45 Entrepreneurship Labs were organised in 7 countries for 745 participants, with over 50 guest speakers, and will continue.
- The Build Your Future project is set and funded for the 2nd phase in Ireland, the UK, and Italy.
- Local municipalities granted their support to the project.
- 11 young people from Italy, Slovakia, Romania, and Croatia set up their businesses.
- The Evaluation Report with the lessons learned is available for public use.



ACTIVE YOUTH HUB PROJECT

Title of the project

VUCA2

Name of the Coordinating Entity

Gabriela Blaga

Location

Workshops in
Romania.
Available
internationally.

Duration

Weeks to Months
(framework/method)

Website

[VUCA² – Tap the power within you – Innerpreneur Shop | Gabriela Blaga](#)

Objectives

The objective of the framework is to help individuals and organizations develop the skills and mindset needed to thrive in such environments.

General Description

The VUCA2 method developed by Gabriela Blaga is a framework for navigating complex and uncertain situations. VUCA2 stands for Vision, Understanding, Clarity, and Agility.

Results achieved

- Participants improve their inner reflection skills by having their inner sight and strengths clarified and boosted.
- Participants become more self-aware and can better define their vulnerable spots.

Description of the training methods

The first step in the VUCA2 method is to establish a clear vision of the future. This involves identifying your long-term goals and developing a strategic plan to achieve them.

The second step is to develop a deep understanding of the current situation. This involves gathering information, analyzing data, and identifying key trends and patterns.

The third step is to gain clarity by creating a clear roadmap that outlines the steps needed to achieve your goals. This involves breaking down the vision into smaller, achievable goals and identifying the resources needed to achieve them.

The final step is to cultivate agility by being flexible and adaptable in the face of changing circumstances. This involves continually reassessing your situation and adjusting your plans accordingly.

- Coaching





ACTIVE YOUTH HUB PROJECT

Title of the project

Acting European 3

ID of the project

2015-1-RO01-KA347-014000

Name of the Coordinating Entity

Asociatia Pentru Dezvoltare Activa

Location

Romania

Duration

Start date 03-08-2015

End date 02-11-2016

Website

<http://actingeuropean.ro>

Objectives

A prime goal of the project was to help young people, especially those with reduced opportunities, develop their democratic skills and give youth workers a chance to share best practices.

General Description

Acting European 3' promoted intercounty collaboration between young people, decision-makers and youth workers to get young Europeans actively involved in volunteering, citizenship and democracy.

A series of five motivational conferences was organized in five Romanian cities, followed by five consultations between young people and decision-makers.

Particularly popular were the 'Idea Laboratory' brainstorming sessions at the conference workshops.

Results achieved

500+ participants

- A significant outcome of a further regional youth meeting was the creation of a network to implement these strategies.

Description of the training methods

Non-formal methods are used: Interactive presentations, socio-educational animation, debates, group working, creative learning methods, round tables, world cafes, open spaces, and so on.





ACTIVE YOUTH HUB PROJECT

Title of the project

Changemaker
Academy

Name of the Coordinating Entity

Nationale JeugdRaad (NJR)

Location

Netherlands

Duration

Training on-demand

Website

<https://www.njr.nl/nl/projecten/changemaker-academy/>

Objectives

Peer training to help young people improve various aspects, including:

- How to collaborate and govern youth organizations.
- How to recognize their own competences.
- Communicating ideas.
- Taking and giving feedback.

General Description

The Changemaker Academy consists of training young people to, via peer education, help other young people build skills that are vital in the collaboration and governance of informal youth organisations. The trainings are given on demand, for low or no fee, multiple times a year, and help youth organisations to strengthen the capacity of their youth.

Results achieved

In 2021, the Changemaker Academy gave workshops to 1400 youth and built a pool of 41 trainers.

Qualitative results differ depending on the training given.

Description of the training methods

Workshops are given via peer education. They take the form of 3-hour interactive sessions, where input from participants steers the workshop.





ACTIVE YOUTH HUB PROJECT

Title of the project

Skillszhouse youth centres

Name of the Coordinating Entity

Stichting Urban Skillsz

Location

Netherlands

Duration

Open-ended

Website

<https://www.urbanskillsz.com/2315/0/products/skillsz-lab/0/jongerenwerk>

Objectives

- Strengthening resilience and promoting identity development
- Talent development (creative and future-oriented)
- Stimulating young entrepreneurship
- Combat loneliness
- Information and advice

General Description

The youth centers are equipped with professional music studios, where young people can, with professional support available on-call and workshops offered, make their own music. The organization also organizes trainings, open evenings, and events and concerts where young people can showcase their music. In the youth centers, they give follow-up trainings on employability (resilience, CV writing, competence orientation). The idea is to attract young people with an activity they find interesting and then offer them tools for further development once their interest is caught.



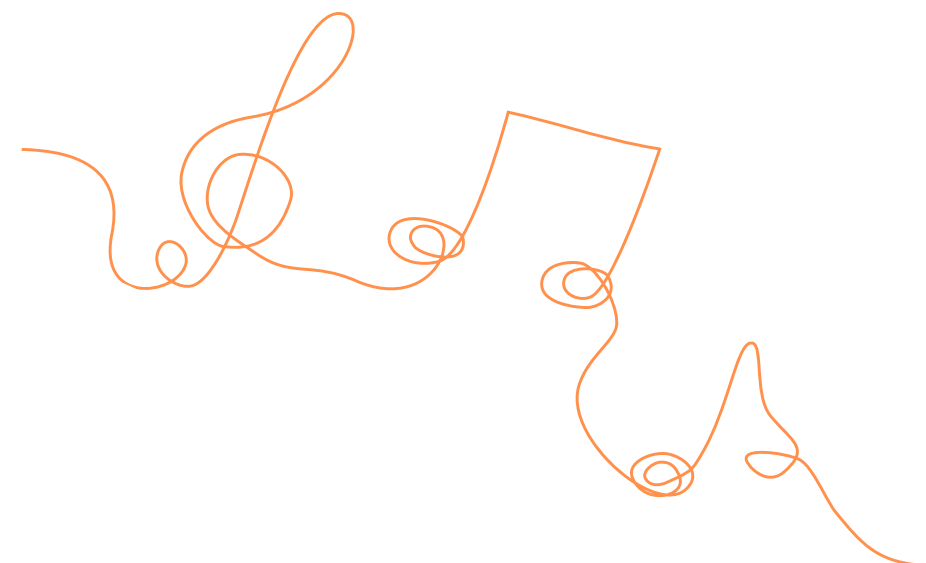
Description of the training methods

Young people have the opportunity to practice on their own, get coaching advice, or follow guiding workshops. The method is youth-centric, and youth workers use young people's interest to build entrepreneurial skills as a knock-on effect.

Results achieved

The organization has been active for nearly a decade in two neighborhoods in Rotterdam and attracts 100–150 youth regularly per location.

After the training, trainees are able to professionally produce music and stage an event, as well as utilize basic skills for finding work, such as writing a cover letter and negotiating with clients.





ACTIVE YOUTH HUB PROJECT

Title of the project
Entrepreneurship School

Name of the Coordinating Entity
ThinkYoung
Website
<https://www.entrepreneurshipschool.com/>
Location
32 Countries
Duration
Since 2011
<https://www.thinkyoung.eu/>

Objectives
Students from all continents are given the opportunity to cooperate, the chance to learn from first-hand experience, and the skills to reach empowerment.

General Description
ThinkYoung through Entrepreneurship School focuses on:

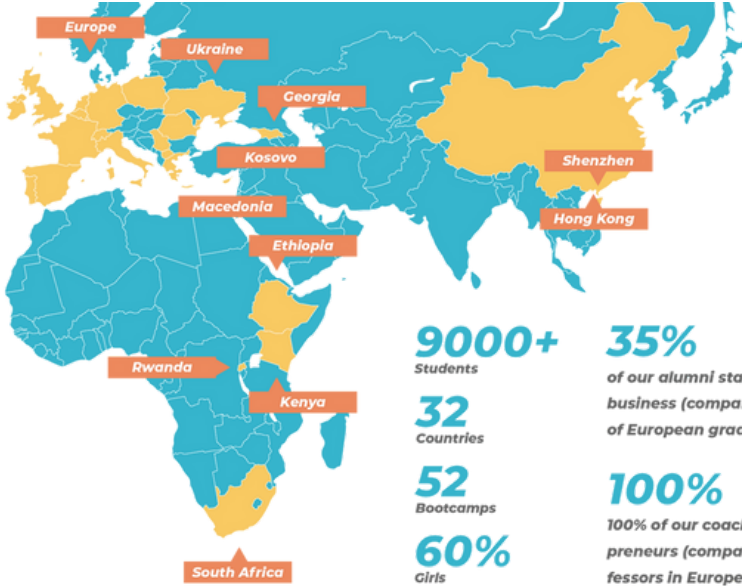
- Empowering young people to create positive change in their communities.
- Offering a range of programmes and initiatives to promote entrepreneurship among young people, including entrepreneurship education programmes, startup incubators, and funding opportunities for young entrepreneurs



Description of the training methods
The training methods are:

- 1) Bootcamps: 2, 5 or 15 days in the host country
- 2) Academy: 3 months of full immersion at their factory
- 3) Online Courses
- 4) Online Mentoring

Results achieved



9000+ Students
32 Countries
52 Bootcamps
60% girls

35% of our alumni started their own business (compared to only 3% of European graduates).
100% 100% of our coaches are entrepreneurs (compared to 6% of professors in European universities)



ACTIVE YOUTH HUB PROJECT

Title of the project

Entrepreneurial Skills Pass

Name of the Coordinating Entity

JA Worldwide

Location

30 countries and currently available in 25 languages

Duration

Since 2013

Website

<http://www.entrepreneurialskillspass.eu/>

Objectives

Entrepreneurial Skills Pass aims at providing as many young people as possible with the opportunity to have practical entrepreneurial experience before they leave school and get a certification that explicitly promotes this kind of competence and skill.

General Description

Training method for Students:

- 1) The Entrepreneurial Skills Pass aims at assessing, validating and certifying students' theoretical and factual knowledge as well as their cognitive and practical skills about the most important basic business issues and concepts. Participating students take part in a practical experience, assess their entrepreneurial competences and then certify their business knowledge and skills.
- 2) Online courses are designed for students to learn what they need to know to establish a business.

Training Method for Teachers:

A teacher glossary is a useful tool that provides teachers with a technical but simple and clear definition of the main business terms and concepts.

Description of the training methods

The Entrepreneurial Skills Pass (ESP) is an international qualification that certifies students (15–19 years old) who have had real entrepreneurship experience and gained the necessary knowledge, skills, and competences to start a business or to be successfully employed. ESP includes a full-year in-school JA Company Programme experience; a self-assessment of entrepreneurial competences; an examination of business, economic, and financial knowledge; and the possibility of accessing further opportunities offered by small and large businesses, top higher institutions, and international organizations across Europe. ESP is a certification that students can add to their CV and use to pursue further education, enter the world of work, or start their own business. For schools and teachers, the ESP is a full package to support entrepreneurial learning outcomes and to provide students with the skills and competencies employers are looking for.

Results achieved





ACTIVE YOUTH HUB PROJECT

Title of the project

STARTAB
Entrepreneurship
Programme

Name of the Coordinating Entity

Corallia with the support of Prince's Trust International.

Location
Greece

Duration
It can be up to 24
months of follow-up

Website
<https://startab.gr/en/home/>

Objectives

The participants will have the opportunity:

- To deepen skills related to entrepreneurship.
- To understand the importance of a business plan.
- To expand the concept of innovation in entrepreneurship.
- To learn how to present themselves and their ideas.
- To understand the legal forms, taxation and insurance of businesses.
- To learn how to add value to their product or service and by extension to their customers.
- To learn the secrets of marketing and sales.
- To get guidance on creating their own business plan.
- To develop and test their business idea.
- To establish their business on a solid foundation
- To define their vision and goals.

General Description

The STARTAB Programme is delivered by Corallia with the support of Prince's Trust International and it is offered free of charge to young people aged 18-35. Participants have the opportunity to develop a business idea through a specialized Workshop and then attend a 4-day interactive and free Entrepreneurship Course, where through workshops they explore the practical side of starting and running a business and decide if self-employment is right for them.

Description of the training methods

Participants can develop a business idea through a specialized Workshop and then attend a 4-day interactive and free Entrepreneurship Course, where, through workshops, they explore the practical side of starting and running a business and decide if self-employment is right for them. After the 4-day Entrepreneurship Course, those participants who wish to proceed receive mentoring guidance for up to 12 months to develop, design and test their business idea and then to mature their business plan. Those who are ready to start their own business can present their business plan to the Business Launch Group, a team of business consultants that assesses the viability of their business plan. Finally, participants who reach that stage and start the business may receive business mentoring for another 12 months to grow their business. Those participants who do not continue with the development of a business idea may attend workshops aimed at developing their professional career and their integration into the workplace.

Results achieved

- Since the start of the programme, 36 cycles of entrepreneurship seminars have been completed, with 87% of participants rating the support they received positively.
- Completing its third year of operation and having helped more than 660 young people explore the field of entrepreneurship.
- More than 238 young people have received mentoring from the 108 mentors in the programme.



ACTIVE YOUTH HUB PROJECT

Title of the project

Life Skills| Creating alternative pathways for unemployed youth.

Name of the Coordinating Entity

British Council

Location

Greece

Duration

October 2021–
September 2023

Website

<https://www.britishcouncil.gr/en/programmes/education/youth-skills/life-skills-creating-alternative-pathways-for-unemployed-youth>

Objectives

Life Skills is a unique youth career and development program. The effort intends to improve the employment chances of young individuals ages 18 to 30 who are not in school, are unemployed, or who want to change their career path for the better.

General Description

Life Skills aspires to make a real impact on Greek society by promoting employment in social enterprises and small and medium-sized enterprises (SMEs) with a social impact as an alternative and inclusive career choice and as a means of tackling youth unemployment.

The programme is carried out through two rounds of paid internships in social enterprises or enterprises with a social footprint throughout Greece.

The programme hosts a series of training workshops and Start-up Bootcamps, that will provide participants with the opportunity to develop their skills and put their business ideas into practice.

Description of the training methods

The Life Skill Programme includes the following training methods:

- 1) Social hackathons: aim to be a participatory learning process where young people, working in collaboration with social enterprises, will broaden their horizons, become familiar with the social economy and marketing, and develop new skills related to cooperation, communication, time management, and organisation.
- 2) Workshops: Through the educational workshops, participants have the opportunity to explore the process of transition they are undergoing, understand their skills, experiences, and interests, broaden their understanding of the concept of the social economy, and ultimately map out a personal and professional development plan (online & face-to-face).
- 3) Two-month paid internships



Results achieved

The trainees were able to:

- Discover new learning opportunities,
- Network,
- Have a paid internship,
- Try out new professional environments to see if they would like to work in them in the future.

Check out the video below:

<https://www.youtube.com/watch?v=7W9uQRHDW5k&t=14s>



5. Guidelines on using the bibliography and reading the included literature items.

The bibliography presents a brief review of scientific and non-scientific articles and reports related to the following themes: (1) employability of (disadvantaged) young people; (2) active citizenship of young people; (3) entrepreneurship of young people. The document includes the following details about each literature item: (1) the title of the document (e.g., a report or a scientific article); (2) the authors of the document; (3) the format of the document (e.g., a report or a scientific article); (4) accessibility of the document (open or paid access); (5) a web-link if relevant; (6) a brief description of the document's content.

Reports and non-scientific articles typically do not follow a specific structure and require a reader's own navigation through a document seeking relevant information. Reports can present valuable statistical data and the experiences of organizations and agencies with implementing specific interventions (e.g., training entrepreneurship skills among young people in South Africa). Reputable publishers of scientific articles typically expose them to severe pre-screening and review, whereas non-scientific publications vary in their reliability more significantly. Therefore, for professional use, practitioners are highly encouraged to pay attention to the reliability of the sources of information (e.g., statistical data) presented in reports and non-scientific articles.

Reading scientific articles requires some familiarity with their structure for better navigation.

5.1. Suggestions on how to read scientific articles

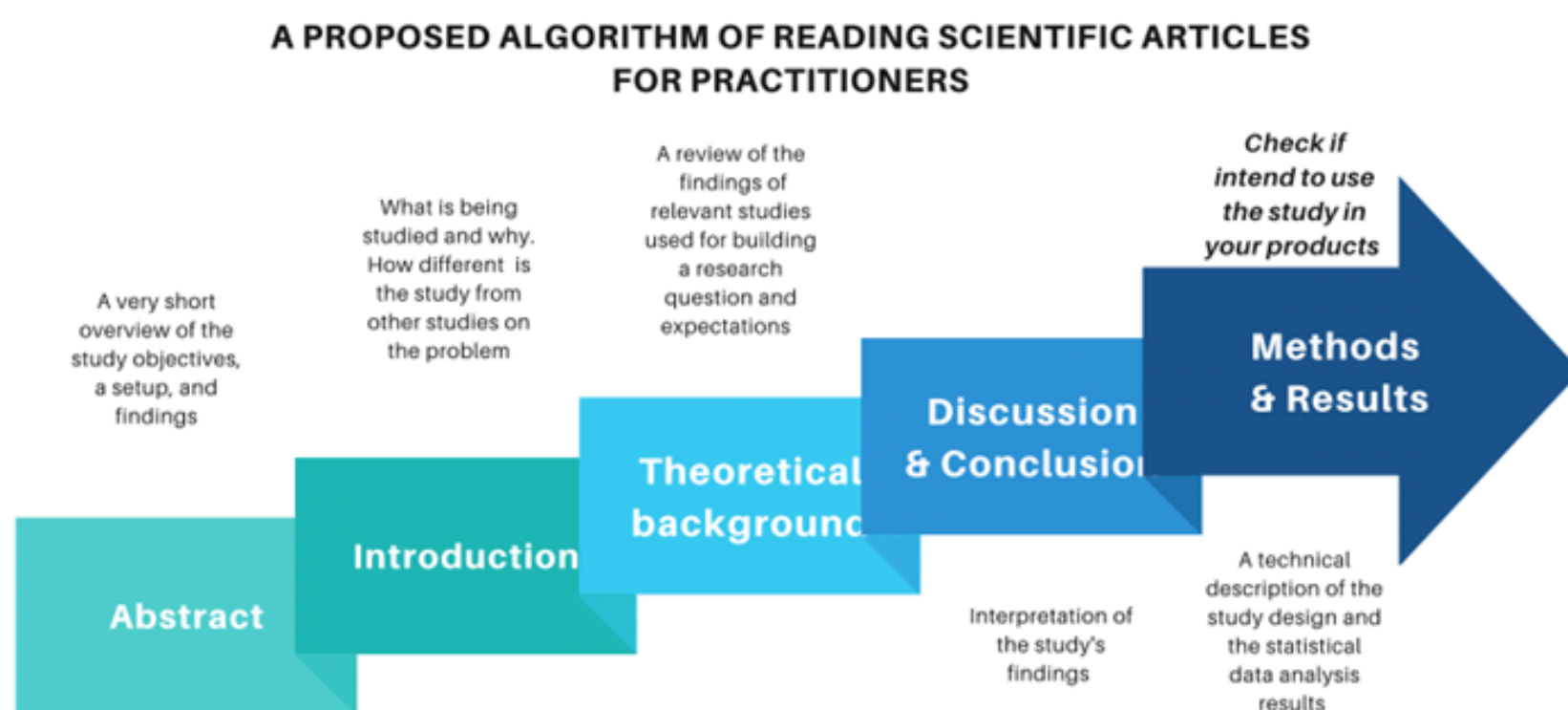
Scientific articles published by reputable journals inform readers of the outcomes of research studies that can be used by practitioners in their work upon assessment of the relevancy of a specific study. For instance, some articles from the bibliography document will inform a reader that, for young people to engage in entrepreneurship actively, it is essential to develop an entrepreneurial intent. The articles will present factors contributing to the development of the intent. Practitioners can use the information to design programmes that train the entrepreneurial mind or competencies of young people.



5.2. Recommendations on reading scientific articles for non-scientist practitioners

Published scientific articles typically have a similar structure accepted by scientific journals: an abstract (a short summary of the study), an introduction, theoretical background, method of the study, study results, discussion of the results, and conclusion.

The sections of scientific articles describing the methods and study results can be loaded with statistical terminology and data analysis details. Therefore, the following algorithm is recommended to non-scientists for primary reading of scientific articles:



Upon completion of the preliminary reading, if a practitioner intends to use the study outcomes presented in an article in their work, it is recommended to consult with an academic expert to understand the Results section of the article. Understanding the study results enables one to assess the objectivity of the interpretation of the results by the authors in the Discussion section.

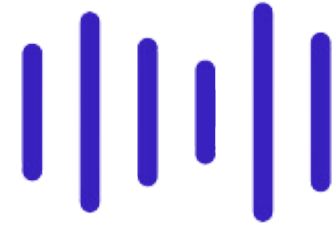


5.3. Recommendations on the relevancy and applicability assessment

Practitioners are strongly encouraged to assess the applicability and relevancy of study outcomes presented in a scientific article in their specific situations before incorporating them into their work. In doing so, practitioners might find it helpful to check the context of the study (where and when it was conducted?) and the number of participants in the study to assess the scale of the study (both typically described in the Methods section of scientific articles). Checking the limitations encountered during the study is also helpful in understanding to what extent the study outcomes can be applicable in a specific case and context. Study limitations are typically mentioned at the end of the discussion section of an article or presented in a separate section after the discussion section. In addition, it is recommended to check the ranking of the journal that published the article, how often the article has been cited in other articles and familiarize oneself with the authors' background (how experienced an author is in studying the specific theme). Reputable journals typically publish the contact details and occupations of the authors for readers to approach them with study-related questions. An additional search can return critiques of an article, which is also helpful in the applicability assessment.

6. Desk Research and Practical Implementation:

RESOURCE #1	
Nature of resource	Published academic journal article
Tags	Entrepreneurship, skills development
Resource details	Berner, E., Gomez, G. & Knorrington, P. (2012) Helping a Large Number of People Become a Little Less Poor: The Logic of Survival Entrepreneurs. <i>European Journal of Development Research</i> 24, 382–396. https://doi.org/10.1057/ejdr.2011.61
Short description of the content	There are two categories of entrepreneurs. Some people step into entrepreneurship because they want to do even better than they are doing now. They belong to the category of growth-oriented entrepreneurs. The other category is survival entrepreneurs. These people step into entrepreneurship because they do not have any better alternatives to make for their living. The authors argue that approaches to the development of entrepreneurial skills should be differentiated between these two categories. They say that microentrepreneur development programmes are oriented toward people with growth potential only. Therefore, the people who do not have such potential and are forced to become entrepreneurs by life circumstances are left over the board. They do not get proper support, and, therefore, these programmes do not help them become less poor. The conclusion is that the support for these two categories should be differentiated. Thus, the approach to training these people should be different, too.



Language

English

**Open access
resource**

Yes

**Access
link**

https://www.researchgate.net/publication/237466303_Helping_a_Large_Number_of_People_Become_a_Little_Less_Poor_The_Logic_of_Survival_Entrepreneurs

**Practical
implementation**

Youth workers can familiarize themselves with the qualitative differences between survival-oriented and growth-oriented entrepreneurs as explained in the article. They can also better understand how to evaluate the impact of entrepreneurial skills development activities on young individuals.

Proposed activity: Entrepreneurship Panel Discussion

Objective: To provide insights into different types of entrepreneurship and inspire young individuals to explore entrepreneurial opportunities.

Duration: approx. 2h

Materials Needed:

- Panel of entrepreneurs (including both survival-oriented and growth-oriented entrepreneurs)
- Microphones and sound system (if necessary)
- Presentation slides (optional)

Structure:

1. Introduction (10 minutes)

- Introduce the purpose of the panel discussion and the importance of exploring different types of entrepreneurship.
- Briefly explain (using simple words) the distinction between survival-oriented and growth-oriented entrepreneurs, as discussed in the academic article.

2. Panel Discussion (60 minutes)

- Facilitate a discussion among the panel of entrepreneurs, ensuring representation from both survival-oriented and growth-oriented backgrounds.
- Encourage panelists to share their entrepreneurial journeys, challenges they faced, strategies they employed, and lessons they learned.
- Encourage participants to ask questions and engage in a meaningful dialogue with the panelists.

3. Q&A Session (30 minutes)

- Open the floor for questions from the audience.
- Allow participants to seek clarification, gain deeper insights, and address their specific concerns related to entrepreneurship.

4. Closing Remarks and Reflection (10 minutes)

- Summarize the key takeaways from the panel discussion, emphasizing the importance of understanding and supporting diverse entrepreneurial paths.
- Encourage participants to reflect on their own aspirations, interests, and goals in relation to entrepreneurship.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #2

Nature of resource

Published academic journal article

Tags

Entrepreneurship, entrepreneurship intention

Resource details

Geldhof, G. J., Malin, H., Johnson, S. K., Porter, T., Bronk, K. C., Weiner, M. B., Agans, J. P., Mueller, M. K., Hunt, D., Colby, A., Lerner, R. M., & Damon, W. (2014). Entrepreneurship in young adults: Initial findings from the young entrepreneurs study. *Journal of Applied Developmental Psychology*, 35(2014), 410–421.

Short description of the content

Whether a young person is prepared to become an entrepreneur depends on his/her entrepreneurship intention. Young people differ in their entrepreneurship intentions. Some young people are determined to start a business and to become an entrepreneur, whereas others either have an intention to start a new business only after building a career in a certain field or do not have any clear plans at all. According to the study, young people with a strong entrepreneurship intention get involved in entrepreneurial activities already during their studies, for example, developing a business plan. What type of entrepreneurship intention a young person has and what entrepreneurial actions a young person will take depend both on personal characteristics and on the context. Entrepreneurship intention is not static and can change as a person develops and the context changes. The key takeaway from the study is that entrepreneurship can be promoted among young people. For that, it is essential to understand a young person's entrepreneurial intentions.

Language

English

Open access resource

Yes

Access link

<https://www.sciencedirect.com/science/article/abs/pii/S0193397314000999>



ACTIVE YOUTH HUB PROJECT

Practical Implementation

This paper helps youth workers thoroughly understand the relationship between entrepreneurial strengths and entrepreneurial activities. This understanding will help them design targeted interventions and activities to nurture and develop these skills in young individuals. At the same time, it will help them implement a strengths assessment activity to help young individuals identify their entrepreneurial strengths and areas of potential development.

Proposed activity: Idea Generation and Pitching Workshop

Objective: To foster creativity, problem-solving, and effective communication skills among young individuals interested in entrepreneurship.

Duration: approx. 2h

Materials Needed:

- Whiteboard or flipchart
- Sticky notes or index cards
- Pens and markers

Structure:

1. Introduction and icebreaker (15 minutes):

- Introduce the purpose of the workshop and the importance of idea generation and effective communication in entrepreneurship.
- Conduct an icebreaker activity to create a positive and engaging atmosphere.

2. Idea Generation Exercise: Problem-Solution Mapping (30 minutes):

- Divide participants into small groups.
- Ask each group to identify a real-world problem or challenge they are passionate about.
- Instruct them to brainstorm and map out potential solutions or innovative ideas to address the identified problem.
- Encourage participants to think creatively and challenge conventional approaches.

3. Pitch Preparation (45 minutes):

- Instruct each group to select one idea from their problem-solution mapping exercise.
- Provide guidance on crafting an effective pitch, including identifying the target audience, value proposition, key features, and benefits.
- Encourage participants to consider the unique selling points of their idea and how it addresses the identified problem.

4. Pitch Presentations (30 minutes):

- Allow each group to present their ideas to the larger group.
- Allocate a specific time limit (e.g., 3 minutes) for each pitch.
- Encourage participants to use visual aids.

5. Feedback and Reflection (15 minutes):

- Facilitate a feedback session where participants provide constructive feedback and suggestions for improvement to each group.
- Encourage presenters to reflect on their pitching experience and identify strengths and areas for growth.

6. Wrap-up and Discussion (15 minutes):

- Summarize the key takeaways from the workshop, emphasizing the importance of idea generation, effective communication, and adaptability in entrepreneurship.
- Engage participants in a discussion about their learnings and how they can apply these skills in future entrepreneurial endeavors.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #3

Nature of resource

Published academic journal article

Tags

Entrepreneurship, business

Resource details

Iseselo, M. K., Mosha, I. H., Killewo, J., Sekei, L. H., & Outwater, A. H. (2019). Can training interventions in entrepreneurship, beekeeping, and health change the mind-set of vulnerable young adults toward self-employment? A qualitative study from urban Tanzania. *PLOS ONE*, 14(8), e0221041. <https://doi.org/10.1371/journal.pone.0221041>

Short description of the content

Young people in Tanzania, especially those in low- and middle-income areas, often face difficulties finding jobs. To tackle this, the Tanzanian government and organizations like the World Bank encourage young adults to start their own businesses. Research has shown that young adults who have jobs or run their own businesses become more independent, and society becomes fairer with fewer differences between rich and poor. It also helps reduce bad behavior.

But many young people lack the knowledge and skills needed to start and run a business, which makes them less interested in self-employment. To understand this better, a study was done in Dar es Salaam, Tanzania. They taught young adults about entrepreneurship and beekeeping and looked at how this training affected them.

The results showed that after the training, the young adults felt more confident in running a business. They learned important skills like taking care of customers and managing money. This training not only improved their businesses but also led to positive changes in their personal lives. They became healthier, more respected, and well-regarded in their communities.

However, there were some challenges. Some of the participants found it hard to get enough money to start their businesses, and the time between training sessions was too long.

Overall, the study demonstrated that teaching young people entrepreneurial skills helps them create and grow businesses successfully, leading to stable self-employment. This not only benefits individuals but also contributes to a fairer and more prosperous society.

Language

English



Open access
resource

Yes

Access
link

<https://pubmed.ncbi.nlm.nih.gov/31437190/>

Practical
implementation

This article can enhance youth workers' understanding of the positive impact reported by participants in terms of entrepreneurial skills, healthier lifestyles, and community recognition. Beekeeping can be a viable entrepreneurial opportunity.

Proposed activity: Health & Wellbeing Workshop

Objective: To understand the importance of adopting a healthy lifestyle to support entrepreneurship.

Duration: approx. 3h

Materials Needed:

- Whiteboard or flipchart
- Sticky notes or index cards
- Pens and markers

Structure:

1. Introduction and icebreaker (15 minutes):
 - Introduce the purpose of the workshop and the importance of idea generation.
 - Conduct an icebreaker activity to create a positive and engaging atmosphere.
2. Group Reflection and Discussion (30 min):
 - Facilitate a reflective discussion where participants share their thoughts and current knowledge about entrepreneurship, beekeeping, and health change. During this phase, we make everything very simple in terms of terminology so they can relate to the things they currently know or do.
3. Personal action planning (30 minutes):
 - Guide participants in developing individual action plans to apply their newly acquired knowledge and skills. Encourage them to set specific goals related to entrepreneurship, beekeeping, and health improvement. Assist them in identifying the steps they need to take to achieve these goals.
4. Small Group Business Planning Activity (60 minutes):
 - Divide participants into small groups and assign each group a business idea or a beekeeping-related project. Instruct them to work together to develop a simple business plan or project proposal. Encourage creativity, critical thinking, and collaboration within the groups. Provide guidance (maybe a template) and feedback throughout the process.
5. Feedback and Reflection (15 minutes):
 - Facilitate a feedback session where participants provide constructive feedback and suggestions for improvement to each group.
 - Encourage presenters to reflect on their pitching experience and identify strengths and areas for growth.
6. Wrap-up and Discussion (30 minutes):
 - Summarize the key takeaways from the workshop, emphasizing the importance of idea generation, effective communication, and adaptability in entrepreneurship.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #4

Nature of resource

Published academic journal article

Tags

Entrepreneurship, entrepreneurial mindset

Resource details

Chilenga, N., Dhliwayo, S., & Chebo, A. K. (2022). The entrepreneurial mindset and self-employment intention of high school learners: The moderating role of family business ownership. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.946389>

Short description of the content

Entrepreneurship is vital for creating jobs and boosting the economy of a country. However, in South Africa, the number of young people starting businesses is lower compared to other countries at a similar development level. To understand this better, a study was conducted to assess the entrepreneurial mindset of high school students and its impact on their intention to start their own businesses. The research involved 320 learners from 10 randomly selected high schools in Gauteng, South Africa. It found that the level of entrepreneurial mindset among these students is above average, indicating the potential for higher entrepreneurial activity in the future. Both entrepreneurial skills and traits were found to significantly influence students' intention to become self-employed. Moreover, the study revealed that having a family background in running a business can intensify the influence of the entrepreneurial mindset on the intention to start a business. This study is unique as it measures the entrepreneurial mindset of high school students in a country with low entrepreneurial activity. It also tests the role of family business backgrounds in shaping their intentions. As a result, the Department of Basic Education could develop a curriculum that fosters an entrepreneurial mindset through both theory and hands-on experience, expecting to increase future entrepreneurial activity in the country.

In summary, this research focuses on the entrepreneurial mindset of high school students in South Africa and how it relates to their intention to start their own businesses. The study found that the students' entrepreneurial mindset is promising, and both entrepreneurial skills and traits influence their self-employment intentions. Moreover, having a family background in business further enhances this relationship. Based on these findings, the study suggests incorporating entrepreneurship education into the school curriculum to promote future entrepreneurial activity in the country.

Language

English



Open access
resource

Yes

Access
link

<https://www.frontiersin.org/articles/10.3389/feduc.2022.946389/full>

Practical
implementation

This activity empowers youth to explore their own entrepreneurial mindset and consider the potential impact of their skills and interests on their future career paths. By encouraging self-reflection and envisioning their entrepreneurial journey, the activity aims to inspire and motivate them to consider entrepreneurship as a viable option. Remind the youth that entrepreneurship is not limited to starting a business but can also involve problem-solving and innovation in various fields.

Proposed activity: "Exploring Your Entrepreneurial Mindset"

Objective: The goal of this activity is to help youth understand and reflect on the concept of an entrepreneurial mindset and its potential impact on their future career choices and aspirations.

Duration: approx. 30 minutes

Materials Needed:

- Paper
- Pens/pencils

Structure:

1. Introduction (5 minutes):

- Begin by explaining the concept of an entrepreneurial mindset to the youth, emphasizing its importance in creating jobs and boosting the economy.
- Share with them that the activity will focus on understanding their own entrepreneurial potential.

2. Self-Reflection (10 minutes):

- Ask the youth to take a few minutes to reflect on their own strengths, skills, and interests.
- Provide them with a list of entrepreneurial traits (e.g., creativity, problem-solving, risk-taking) and ask them to identify which ones they possess or believe they could develop.

3. Group Discussion (10 minutes):

- Divide the youth into small groups of 4-5 members.
- In their groups, have them discuss their self-reflection and share the entrepreneurial traits they identified.
- Encourage open discussions and peer support to foster a positive and encouraging atmosphere.

4. Create an Entrepreneurial Vision (5 minutes):

- After the group discussion, ask each participant to imagine their future selves as successful entrepreneurs.
- Instruct them to write a short paragraph describing their entrepreneurial vision, including the type of business or project they would like to pursue and the impact they want to make.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #5

Nature of resource

Published academic journal article

Tags

Entrepreneurship, business, policy

Resource details

Sternberg, R., & Breitenbach, D. (2023). Youth Entrepreneurship in Germany: Empirical Evidence on the How, the Why, the How Many, the Who and the When. *Economies*, 11(6), 161. <http://dx.doi.org/10.3390/economies11060161>

Short description of the content

This research highlights the lack of enough evidence on youth entrepreneurship, specifically the factors that influence young people's decisions to start a business. The study uses data from the Global Entrepreneurship Monitor for Germany to analyze the impact of various factors on the likelihood of starting a business. The research found that self-efficacy in entrepreneurial skills, fear of failure, and gender are the most significant factors affecting young entrepreneurs. Additionally, knowing other founders also influences their decisions. Interestingly, for younger individuals, formal education level and local entrepreneurial opportunities don't seem to play a significant role, but they are vital for older entrepreneurs. Based on these findings, the study suggests that policies supporting start-ups should consider the unique factors that influence youth entrepreneurship rather than applying a one-size-fits-all approach to all entrepreneurs, regardless of age.

Language

English

Open access resource

Yes

Access link

<https://www.mdpi.com/2227-7099/11/6/161>



Practical Implementation

This activity empowers youth to explore entrepreneurship and understand the factors that play a role in their decision to start a business. By brainstorming business ideas and considering personal and contextual factors, they gain insights into their entrepreneurial potential and how to take steps towards their goals.

Proposed Activity: "Youth Entrepreneurship Journey"

Objective: The goal of this activity is to inspire and empower youth to explore entrepreneurship and understand the factors that influence their decision to start a business.

Duration: approx. 60 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

Structure:

1. Introduction (10 minutes):

- Start by explaining the concept of entrepreneurship to the youth and its significance in creating opportunities and making a positive impact.
- Share examples of successful young entrepreneurs to inspire and motivate them.

2. Brainstorming Entrepreneurial Ideas (15 minutes):

- Divide the youth into small groups of 4-5 members.
- Ask each group to brainstorm and come up with creative business ideas that they are passionate about.
- Encourage them to think about solving real problems or meeting the needs of their community.

3. Presentation and Discussion (15 minutes per group):

- Ask each group to present their business ideas and share the personal and contextual factors they believe are most influential in their decision to start a business.
- Encourage open discussions among all participants about their choices and experiences.

4. Reflection and Goal Setting (5 minutes):

- Have each individual reflect on their own interests, skills, and passions to identify potential entrepreneurial opportunities.
- Ask them to set specific and achievable goals related to entrepreneurship, considering the factors they discussed earlier.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #6

Nature of resource

Published academic journal article

Tags

Entrepreneurship, family

Resource details

Georgescu, M.-A., & Herman, E. (2020). The Impact of the Family Background on Students' Entrepreneurial Intentions: An Empirical Analysis. *Sustainability*, 12(11), 4775. <http://dx.doi.org/10.3390/su12114775>

Short description of the content

This study looks into what influences students' intentions to become entrepreneurs, with a focus on their family background in entrepreneurship. The authors surveyed 617 high school and university students in Romania and found that students with entrepreneurial family backgrounds were more likely to consider entrepreneurship as a career option. The factors that positively influenced their entrepreneurial intentions were their family background, effective entrepreneurship education, and entrepreneurial personality traits. Moreover, the family background influenced how effective entrepreneurship education impacted their intentions. To encourage more young people to choose entrepreneurship, both formal and informal entrepreneurship education should be emphasized. To promote entrepreneurship among young people, both formal and informal entrepreneurship education should be emphasized.

Language

English

Open access resource

Yes

Access link

<https://www.mdpi.com/2071-1050/12/11/4775>



Practical Implementation

Proposed Activity: "Entrepreneurship Explorer"

Objective: The aim of this activity is to inspire and engage youth in exploring entrepreneurship and understanding its potential impact on their future career choices.

Duration: approx.60 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

Structure:

1. Introduction (5 minutes):

- Begin by explaining what entrepreneurship is and why it's important in today's world.
- Share stories of successful young entrepreneurs as examples to inspire the youth.

2. Brainstorming (10 minutes):

- Divide the youth into small groups of 3-4 members.
- Ask each group to brainstorm different business ideas they are passionate about or problems they would like to solve in their community.

3. Creating Business Concepts (15 minutes):

- Instruct each group to choose one business idea from their brainstorming session.
- Have them work together to create a basic business concept, including the product or service, target audience, and potential impact on the community.

4. Presenting Business Concepts (10 minutes per group):

- Ask each group to present their business concept to the whole group.
- Encourage them to be creative and confident in presenting their ideas.

5. Reflection and Discussion (10 minutes):

- Lead a brief discussion with the whole group, asking questions like:
 - What did you learn about entrepreneurship through this activity?
 - How do you think entrepreneurship can positively impact your community?
 - Do you see yourself as a potential entrepreneur in the future? Why or why not?

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #7

Nature of resource

Published academic journal article

Tags

Entrepreneurship, success, growth

Resource details

Ikonen, H.M. & Nikunen, M. (2019). Young adults and the tuning of the entrepreneurial mindset in neoliberal capitalisme. *Journal of Youth Studies*, 22(6), 824-838.

Short description of the content

Helping young people develop an entrepreneurial spirit is crucial for their future success, employability, and economic growth. It's about nurturing their potential and preparing them for the future. The authors call this mindset the "entrepreneurial mindset." To make this idea more accessible and enjoyable for individuals, they suggest combining it with other elements of society. These elements are non-depressiveness, happiness, and gratefulness. This process of combining and adjusting the mindset requires mental effort, even if it may not be immediately visible. Their analysis is based on 40 interviews with 18–30-year-old women and men from Tampere, Finland.

Language

English

Open access resource

Yes

Access link

<https://core.ac.uk/download/pdf/250167963.pdf>



Practical Implementation

Proposed Activity: Let's explore our entrepreneurial mindset!!

Objective: To help disadvantaged youth understand and embrace the entrepreneurial mindset through a fun and interactive activity.

Duration: Approx. 60 minutes

Materials Needed:

- Paper
- Markers
- Sticky notes

Structure:

1. Introduction (5 minutes):

- Gather the disadvantaged youth and introduce (with simple words) the concept of the entrepreneurial mindset.
- Explain that it's about fostering creativity, problem-solving, and a positive outlook for future opportunities.

2. Mindset Traits Brainstorm (10 minutes):

- Divide the youth into small groups and give each group a large piece of paper and markers.
- Instruct each group to brainstorm and write down various traits they associate with the entrepreneurial mindset (e.g., creativity, determination, adaptability).
- Encourage them to draw symbols or illustrations representing each trait.

3. Mindset Gallery (10 minutes per group):

- Have each group present their mindset traits.
- Create a "Mindset Gallery" by displaying their large papers and sticky notes on the walls.
- Encourage all participants to walk around and read each other's ideas, adding their own thoughts and reflections.

4. Group Reflection (5 minutes):

- Gather the youth back together and facilitate a group reflection.
- Ask them how they feel about the entrepreneurial mindset and the concept of tuning it with non-depressiveness, happiness, and gratefulness.
- Discuss how they can apply these ideas in their daily lives, even when facing challenges.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #8

Nature of resource

Published academic journal article

Tags

Entrepreneurship, social entrepreneurship, policy

Resource details

Zulkifle, A. M., & Aziz, K. Ab. (2023). Determinants of Social Entrepreneurship Intention: A Longitudinal Study among Youth in Higher Learning Institutions. *Social Sciences*, 12(3), 124. <http://dx.doi.org/10.3390/socsci12030124>

Short description of the content

Social entrepreneurship is seen as an important way to address various social issues, especially those exacerbated by the COVID-19 pandemic. In Malaysia, the government launched a policy framework in 2015 to support social enterprises, aiming to create 1.000 of them by 2018. However, by June 2022, only 414 social enterprises were reported, raising doubts about the effectiveness of the agenda. Despite this, the government reaffirmed its commitment in April 2022 by launching the Malaysian Social Entrepreneurship Action Plan 2030 (SEMy2030). To ensure its success, it's essential to understand the factors that influence young people's intention to become social entrepreneurs, as they are the leaders of the future. The study looked at 486 participants before and after the COVID-19 pandemic to understand the determinants of social entrepreneurship intention. They found that Social Awareness, Self-Efficacy, Prior Entrepreneurship Experience, and Cosmopolitanism were consistently significant factors before and after the pandemic. Additionally, Perceived Social Support became significant after the pandemic. Gender also played a role in influencing certain relationships.

These insights can help policymakers and programmes create effective strategies to encourage and support the next generation of social entrepreneurs in Malaysia. By understanding what motivates young people to engage in social entrepreneurship, we can create an environment that fosters innovation and positive social impact.

Language

English

Open access resource

Yes

Access link

<https://www.mdpi.com/2076-0760/12/3/124>



Practical Implementation

Proposed Activity: Becoming Social Entrepreneurs

Objective: To help youth understand the key traits and factors that drive social entrepreneurship intention.

Duration: approx. 60 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes

Structure:

1. Introduction (5 minutes):

- Gather the youth and introduce (in simple terms) the concept of social entrepreneurship and its importance in addressing social issues.
- Briefly explain that they will explore the key traits that drive social entrepreneurship intention.

2. Trait Brainstorm (10 minutes):

- Divide the participants into small groups.
- Assign each group one of the following traits: Social Awareness, Self-Efficacy, Prior Entrepreneurship Experience, Cosmopolitanism, and Perceived Social Support.
- Instruct each group to discuss and brainstorm examples of how their assigned trait can contribute to someone becoming a social entrepreneur.
- Each group should write their ideas on sticky notes.

3. Trait Presentation (5 minutes for each group):

- Have each group present their assigned trait and the examples they came up with.
- Write down the main points on a flipchart or whiteboard.

4. Trait Reflection (15 minutes):

- Lead a group discussion on the presented traits.
- Ask the participants to reflect on which traits they personally resonate with and why.
- Encourage them to share their thoughts and experiences related to social entrepreneurship.

5. Wrap-Up and Conclusion (5 minutes):

- Summarize the main points discussed during the activity.
- Emphasize the importance of these traits in driving social entrepreneurship intention.
- Encourage the youth to explore their passions, skills, and experiences to consider becoming social entrepreneurs or supporting social entrepreneurs in their community.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #9

Nature of resource

Published academic journal article

Tags

Entrepreneurship, youth associations, social innovation

Resource details

Nuno, A. & Pinto, H. (2022). Youth Associations and Entrepreneurship: Insights from Case Studies in Portugal. *Merits*, 2(2), 62–80.
<http://dx.doi.org/10.3390/merits2020007>

Short description of the content

Developing entrepreneurship skills among young people is essential for economic growth and job opportunities. This article explores how participating in youth associations can help young people develop these skills. The study used a qualitative approach and compared case studies in Portugal. The findings showed that youth associations play a dual role: they contribute to the personal, social, and professional development of their members and also promote positive social change, especially at the local level.

Language

English

Open access resource

Yes

Access link

<https://www.mdpi.com/2673-8104/2/2/7>



Practical Implementation

Proposed Activity: Exploring Youth Associations

Objective: To help youth understand the potential benefits of participating in youth associations for developing entrepreneurship skills.

Duration: Approx. 60 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Printed examples of youth associations or photos (optional)

Structure:

1. Introduction (5 minutes):

- Gather the youth and explain the importance of developing entrepreneurship skills for their future.
- Introduce the concept of youth associations and how they can play a role in skill development.

2. Association Brainstorm (15 minutes):

- Divide the participants into small groups.
- Provide printed examples of youth associations or show photos to each group (if available).
- Instruct each group to brainstorm the potential benefits of participating in a youth association for developing entrepreneurship skills.
- Each group should write down their ideas on a piece of paper or sticky notes.

3. Presentation and Discussion (15 minutes for each group):

- Have each group present their ideas to the whole group.
- Facilitate a discussion on the benefits of youth associations for skill development.
- Encourage participants to share their thoughts and experiences related to youth associations or entrepreneurship.

4. Wrap-Up and Conclusion (10 minutes):

- Summarize the main points discussed during the activity.
- Emphasize the potential benefits of youth associations for developing entrepreneurship skills.
- Encourage the youth to take action and explore opportunities for personal and skill development through such associations.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #10

Nature of resource

Published academic journal article

Tags

Entrepreneurship, digital technology, healthcare

Resource details

Patru, G., L., Birchi, F.-A., & Patru, C. L. (2023). The Relationship between Digital Technology and the Development of the Entrepreneurial Competencies of Young People in the Medical Field. *Electronics*, 12(8), 1796.
<http://dx.doi.org/10.3390/electronics12081796>

Short description of the content

Digital technology plays a significant role in encouraging young people in the medical field to become entrepreneurs. Especially during the recent pandemic, the importance of using digital tools to connect with patients became clear. This research aims to understand how digital technology influences the entrepreneurial spirit of young medical professionals.

The study collected data from 395 young people with medical backgrounds. The findings show that young medical professionals are motivated to become entrepreneurs when they see the medical field adopting digital technology. The availability and usability of new technology also spark their desire to start their own businesses in healthcare. The research highlights the importance of training young medical professionals in entrepreneurial competencies, as the COVID-19 pandemic has emphasized the need for sustainable healthcare practices and timely solutions for patients. To meet the challenges in the medical services market, doctors need to embrace entrepreneurial skills.

Language

English

Open access resource

Yes

Access link

<https://www.mdpi.com/2079-9292/12/8/1796>



Practical Implementation

Proposed Activity: Healthcare Entrepreneurship

Objective: To engage youth in the medical field and encourage them to explore the potential of digital innovation in entrepreneurship.

Duration: approx. 60 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Printed examples of digital healthcare innovations (optional)

Structure:

1. Introduction (5 minutes):

- Gather the youth and introduce the topic of digital innovation in healthcare entrepreneurship.
- Explain the importance of technology in transforming the medical field and creating entrepreneurial opportunities.

2. Digital Innovation Brainstorm (10 minutes):

- Divide the participants into small groups.
- Provide printed examples of digital healthcare innovations or show photos of such technologies (if available).
- Instruct each group to brainstorm different digital innovations they have encountered in healthcare.
- Each group should write down their ideas on a piece of paper or sticky notes.

3. Innovation Presentations (10 minutes for each group):

- Have each group present their digital healthcare innovations to the whole group.
- Encourage participants to discuss the potential impact of these innovations on the medical field and entrepreneurship.

4. Wrap-Up and Conclusion (15 minutes):

- Summarize the main points discussed during the activity.
- Emphasize the potential of digital innovation in transforming healthcare and creating entrepreneurial opportunities.
- Encourage the youth to explore and develop their entrepreneurial ideas, leveraging the power of technology in the medical field.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #11

Nature of resource

Published academic journal article

Tags

Entrepreneurship, funding, context

Resource details

Zamfirache, A., Suciu, T., Anton, C. E., Albu, R.-G., & Ivasciuc, I.-S. (2023). The Interest Shown by Potential Young Entrepreneurs in Romania Regarding Feasible Funding Sources, in the Context of a Sustainable Entrepreneurial Education. *Sustainability*, 15(6), 4823 <http://dx.doi.org/10.3390/su15064823>

Short description of the content

To create a sustainable business environment, two crucial factors are financing sources and the skills taught in higher education. Many universities now offer entrepreneurship knowledge to students. But, are Romanian students aware of these opportunities? This study aims to analyze this in-depth. The main goal is to explore the most relevant sources of financing for entrepreneurship in sustainable higher education. The researchers conducted a survey with 285 students from Transylvania University in Brasov interested in entrepreneurship. The results show that key financing sources include retained earnings/profit, personal funds, supplier credits, European funds, bank loans, leasing, and business angels. Students also expressed confidence in European funds. This research highlights the importance of entrepreneurial qualities for successful and sustainable businesses. It also suggests ways for universities and businesses to collaborate in training future professionals in the economic field.

Language

English

Open access resource

Yes

Access link

<https://www.mdpi.com/2071-1050/15/6/4823>



Practical Implementation

Proposed Activity: Let's talk about finances!

Objective: To help youth understand different sources of financing for entrepreneurship and their importance in building sustainable businesses.

Duration: approx. 60 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Printed examples of entrepreneurial financing sources (optional)

Structure:

1. Introduction (5 minutes):

- Gather the youth and introduce the concept of entrepreneurial financing and its significance in building sustainable businesses.
- Explain that they will explore different sources of financing used by entrepreneurs.

2. Financing Brainstorm (20 minutes):

- Divide the participants into small groups.
- Provide printed examples of different financing sources used by entrepreneurs (such as retained earnings, personal funds, bank loans, etc.) or show photos (if available).
- Instruct each group to brainstorm and write down as many sources of financing as they can think of.
- Each group should write their ideas on sticky notes or pieces of paper.

3. Financing Presentation (10 minutes for each group):

- Have each group present their financing sources to the whole group.
- Facilitate a discussion on the importance of each financing source and how it can contribute to a sustainable business.

4. Confidence Voting (10 minutes):

- After the presentations, conduct a voting session to see which financing source the participants have the most confidence in.
- Each participant should cast a vote for their preferred financing source.

5. Wrap-Up and Conclusion (5 minutes):

- Summarize the main points discussed during the activity.
- Emphasize the significance of different financing sources and entrepreneurial qualities in creating sustainable businesses.
- Encourage the youth to explore entrepreneurship and consider ways to collaborate with the business world for future success.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #12

Nature of resource

Published academic journal article

Tags

Entrepreneurship, entrepreneurship education, skills

Resource details

Göksen-Olgun, S., Groot, W. & Wakkee, I. (2022). Entrepreneurship programs and their underlying pedagogy in secondary education in the Netherlands. *Entrepreneurship education*, 5 261–287. <https://doi.org/10.1007/s41959-022-00078-8>

Short description of the content

Even with more entrepreneurship programs in secondary education, there's still a lack of understanding about their principles and goals. This study examines the current range of entrepreneurship programs in Dutch secondary schools. To analyze them, the researchers used 11 design principles. They collected data from application forms, interviews with schools, and additional documents. The findings reveal that many schools are not familiar with entrepreneurship education's definitions. Most programs focus on personal growth and developing an entrepreneurial mindset, but these principles are not always seen in current offerings. Additionally, the pedagogies used in these programs are mostly traditional, even though research suggests that (socially) constructivist approaches are more effective in nurturing an entrepreneurial mindset.

Language

English

Open access resource

Yes

Access link

<https://link.springer.com/article/10.1007/s41959-022-00078-8>



Practical Implementation

Proposed Activity: Entrepreneurial Skills Check

Objective: To introduce (disadvantaged) youth to key principles of entrepreneurship and their importance in personal growth.

Duration: approx. 90 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes

Structure:

1. Introduction (5 minutes):

- Gather the (disadvantaged) youth and explain that they will explore important skills that entrepreneurs need to be successful in their ventures.
- Emphasize how these skills can also benefit them in their personal and professional lives.

2. Skill Brainstorm (10 minutes):

- Divide the participants into small groups.
- Provide printed examples of entrepreneurship skills or show them on a screen (if available).
- Instruct each group to brainstorm and write down as many skills related to entrepreneurship as they can think of.
- Each group should write their ideas on sticky notes or pieces of paper.

3. Skill Sharing (10 minutes for each group):

- Have each group present their entrepreneurship skills to the whole group.
- Facilitate a discussion on the significance of each skill and how it can contribute to success in various aspects of life.

4. Personal Reflection (5 minutes):

- After the presentations, encourage individual reflection.
- Ask each participant to choose one skill they feel most interested in developing and explain why it's important to them.

5. Skill Application (20 minutes):

- Lead a group discussion on how they can start developing their chosen skill.
- Encourage them to brainstorm small steps they can take to practice and improve that skill.

6. Wrap-Up and Conclusion (20 minutes):

- Summarize the main skills discussed during the activity.
- Emphasize the value of entrepreneurship skills for personal growth and how they can positively impact their lives.
- Encourage the (disadvantaged) youth to take proactive steps in honing their chosen skill and to consider entrepreneurship as a path for personal development.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #13

Nature of resource

Published academic journal article

Tags

Entrepreneurship, skills, policy

Resource details

Magableh, K.N., Kannan, S. (2023). Early recognition of entrepreneurial traits and intentions: a comparative study on university students in Australia and Japan. *Entrepreneurship Education*, 6, 99–124. <https://doi.org/10.1007/s41959-023-00097-z>

Short description of the content

The aim of this study is to evaluate the impact of entrepreneurial traits on entrepreneurial intentions while exploring the mediating role of entrepreneurial alertness. An online structured questionnaire (via the Facebook platform) was used to collect data from University students in Australia and Japan. The findings suggest risk-taking propensity affects Australian and Japanese students' entrepreneurial alertness the greatest. However, Japanese students' need for achievement has a considerable influence on entrepreneurial alertness and an indirect effect on entrepreneurial intentions. Japanese students' self-efficacy has little influence on entrepreneurial awareness or intentions, but Australian students do. Overall, Japanese student personality factors affect more to entrepreneurial alertness and entrepreneurial intentions. The research findings are original and unique and are based on established models and theories from the literature on entrepreneurship. The results are based on a sample of Australian and Japanese institutions owing to the Australia–Japan friendship, common strategy, and economic interests. Respondents are from six Australian and Japanese institutions. Educational institutions, academics, and policymakers may leverage the study results for entrepreneurial success. Future research should reflect this study's limitations. The researcher did not study the direct impact of personality factors on entrepreneurial inclinations.

Language

English

Open access resource

Yes

Access link

<https://link.springer.com/article/10.1007/s41959-023-00097-z>



Practical Implementation

Proposed Activity: Entrepreneurial Skills Check

Objective: To introduce (disadvantaged) youth to key principles of entrepreneurship and their importance in personal growth.

Duration: approx. 90 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes

Structure:

1. Introduction (5 minutes):

- Gather the (disadvantaged) youth and explain that they will explore important skills that entrepreneurs need to be successful in their ventures.
- Emphasize how these skills can also benefit them in their personal and professional lives.

2. Skill Brainstorm (10 minutes):

- Divide the participants into small groups.
- Provide printed examples of entrepreneurship skills or show them on a screen (if available).
- Instruct each group to brainstorm and write down as many skills related to entrepreneurship as they can think of.
- Each group should write their ideas on sticky notes or pieces of paper.

3. Skill Sharing (10 minutes for each group):

- Have each group present their entrepreneurship skills to the whole group.
- Facilitate a discussion on the significance of each skill and how it can contribute to success in various aspects of life.

4. Personal Reflection (5 minutes):

- After the presentations, encourage individual reflection.
- Ask each participant to choose one skill they feel most interested in developing and explain why it's important to them.

5. Skill Application (20 minutes):

- Lead a group discussion on how they can start developing their chosen skill.
- Encourage them to brainstorm small steps they can take to practice and improve that skill.

6. Wrap-Up and Conclusion (20 minutes):

- Summarize the main skills discussed during the activity.
- Emphasize the value of entrepreneurship skills for personal growth and how they can positively impact their lives.
- Encourage the (disadvantaged) youth to take proactive steps in honing their chosen skill and to consider entrepreneurship as a path for personal development.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #14

Nature of resource

Published academic journal article

Tags

Entrepreneurship, makerspaces, skills

Resource details

Unterfrauner, E., Voigt, C. & Hofer, M. (2021). The effect of maker and entrepreneurial education on self-efficacy and creativity. *Entrepreneurship Education*, 4, 403–424. <https://doi.org/10.1007/s41959-021-00060-w>

Short description of the content

Makerspaces and digital maker tools provide opportunities for hands-on creation. They are becoming popular in formal and informal education but haven't been explored much in entrepreneurship education. Maker education emphasizes self-regulation and interdisciplinary learning, fostering a mindset that boosts self-organization and self-confidence.

As part of a European project, an educational programme combined maker and entrepreneurial education to promote entrepreneurial thinking, skills, and attitudes. This paper aims to assess the direct impact of this maker programme on non-cognitive (entrepreneurial) skills and attitudes, like self-confidence and creativity, which are crucial for an "entrepreneurial spirit."

To evaluate the programme's effect, a creativity drawing test and a self-efficacy questionnaire were used. The results show a positive influence on participants' creativity and self-confidence, considering age and gender differences. Further research could explore how age and specific settings impact these benefits.

Language

English

Open access resource

Yes

Access link

<https://link.springer.com/article/10.1007/s41959-021-00060-w>



ACTIVE YOUTH HUB PROJECT

Practical Implementation

Proposed Activity: Building Creative Confidence in Makerspaces

Objective: To help (disadvantaged) youth develop creative confidence through hands-on activities in a makerspace setting.

Duration: approx. 120 minutes

Materials Needed:

- Makerspace equipped with various creative tools (e.g., 3D printers, art supplies, crafting materials, etc.)
- Whiteboard or flipchart
- Markers
- Sticky notes
- Creativity prompts (printed examples of project ideas or challenges)

Structure:

1. Introduction (10 minutes):

- Gather the (disadvantaged) youth and introduce the concept of a makerspace as a creative hub for hands-on projects.
- Explain the importance of developing creative confidence and how it can empower them in various aspects of life.

2. Icebreaker Activity: "Dream Maker" (15 minutes):

- Ask each participant to imagine having access to any creative tool or material they desire.
- Instruct them to draw or write about a dream project they would create if they had all the resources.
- Each participant shares their "Dream Maker" project with the group.

3. Creative Challenge (30 minutes):

- Present a creative challenge or prompt to the group (e.g., "Design a useful item using recycled materials").
- Divide the participants into teams or pairs.
- Provide access to the makerspace and the necessary materials for each team to work on their projects.
- Encourage them to collaborate, experiment, and let their creativity flow.

4. Showcase and Reflection (15 minutes for each group):

- Have each team present their completed projects to the rest of the group.
- Facilitate a discussion on the creative process, challenges faced, and solutions discovered during the activity.
- Ask the participants how they feel after completing the project and how the experience has impacted their confidence.

5. Wrap-Up and Conclusion (5 minutes):

- Summarize the main highlights of the activity, emphasizing the importance of creative confidence in personal growth.
- Encourage the (disadvantaged) youth to continue exploring makerspaces and creative endeavors to nurture their skills and confidence.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #15

Nature of resource

Published academic journal article

Tags

Entrepreneurship, entrepreneurial spirit, skills

Resource details

Dumitrașciuc, L.F. (2020). Caracteristicile spiritului antreprenorial din România. *Sustenabilitatea educației doctorale în economie și afaceri*, 268-275.

Short description of the content

The purpose of this research is to analyze the characteristics of entrepreneurship among influential people in Romania, given that entrepreneurship is what guarantees the success of any business.

According to the results, entrepreneurship is not learned, but is formed over time and is formed from within the person. So, entrepreneurship becomes part of who people really are. Entrepreneurship develops in people when they feel motivated, empowered, take risks, show passion and are willing to achieve great goals. In other words, to exceed their own limits. Also, the entrepreneurial spirit is always looking for change, because here it is a mentality that is constantly looking for innovation, seeing the big picture, always looking for constructive feedback, always looking for new opportunities and always have a critical spirit. In addition, due to the entrepreneurial spirit that a person manifests, their employees will embrace this entrepreneurial mentality and come up with new ideas, solutions, and opportunities to solve problems, and this makes organisations grow and develop.

Language

Romanian

Open access resource

Yes

Access link

<https://philpapers.org/archive/LORCSA-2.pdf>



Practical Implementation

Proposed Activity: Entrepreneurial Skills Check

Objective: To introduce (disadvantaged) youth to key principles of entrepreneurship and their importance in personal growth.

Duration: approx. 90 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes

Structure:

- Introduction (5 minutes):
 - Gather the (disadvantaged) youth and explain that they will explore important skills that entrepreneurs need to be successful in their ventures.
 - Emphasize how these skills can also benefit them in their personal and professional lives.
- Skill Brainstorm (10 minutes):
 - Divide the participants into small groups.
 - Provide printed examples of entrepreneurship skills or show them on a screen (if available).
 - Instruct each group to brainstorm and write down as many skills related to entrepreneurship as they can think of.
 - Each group should write their ideas on sticky notes or pieces of paper.
- Skill Sharing (10 minutes for each group):
 - Have each group present their entrepreneurship skills to the whole group.
 - Facilitate a discussion on the significance of each skill and how it can contribute to success in various aspects of life.
- Personal Reflection (5 minutes):
 - After the presentations, encourage individual reflection.
 - Ask each participant to choose one skill they feel most interested in developing and explain why it's important to them.
- Skill Application (20 minutes):
 - Lead a group discussion on how they can start developing their chosen skill.
 - Encourage them to brainstorm small steps they can take to practice and improve that skill.
- Wrap-Up and Conclusion (20 minutes):
 - Summarize the main skills discussed during the activity.
 - Emphasize the value of entrepreneurship skills for personal growth and how they can positively impact their lives.
 - Encourage the (disadvantaged) youth to take proactive steps in honing their chosen skill and to consider entrepreneurship as a path for personal development.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #16

Nature of resource

Governmental report

Tags

Entrepreneurship, entrepreneurial types, policy

Resource details

RVO (2020). *Jongeren en ondernemerschap. Rapportage Drijfverenonderzoek | O2LAB programma.*

Short description of the content

Through an extensive initiative, O2LAB gives an impulse to entrepreneurship programmes within and outside education. O2LAB creates new networks and conducts research to identify opportunities. The goal of this report is to provide insight into the images and motives of young people with regard to entrepreneurship.

Because there are major differences within these target groups, O2LAB needs the development of a segmentation model. With that, it maps out which are 'entrepreneurship types': Quirky controllers; idealistic planners; waiting Seekers; and active explorers.

Language

Dutch

Open access resource

Yes

Access link

<https://kennisdelen.rvo.nl/file/download/d33c9c80-1aff-4240-b722-d121b613ebc8/1604928379rapport%20jongeren%20en%20ondernemerschap-%20drijfverenonderzoek.pdf>



Practical Implementation

Proposed Activity: What type of entrepreneur are you?

Objective: To engage youth in an activity that aligns with their unique entrepreneurial inclinations and encourages them to explore different aspects of entrepreneurship.

Duration: Approx. 120 minutes

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes
- Printed examples of entrepreneurial ventures (optional)

Materials related to specific challenges or projects for each category (e.g., healthcare, sustainability, etc.)

Structure:

1. Introduction (15 minutes):
 - Gather the youth and explain that the activity aims to help them explore their entrepreneurial interests and potential.
 - Briefly introduce the four categories: Quirky Regulators, Idealistic Planners, Waiting Seekers, and Active Discoverers giving examples.
2. Category Matching (20 minutes):
 - Ask each participant to identify the category they feel best aligns with their interests and ambitions.
 - Provide a brief description of each category to aid their decision-making.
 - Give each participant a sticky note to write their chosen category and stick it on the wall.
3. Category-Specific Challenges (30 minutes):
 - Divide the participants into groups based on their chosen categories.
 - For each group, present specific entrepreneurial challenges or projects related to their category (e.g., marketing strategies for Quirky Regulators, sustainability initiatives for Idealistic Planners, etc.).
 - Allow each group to brainstorm and discuss potential solutions to their challenges.
4. Presentation (15 minutes for each group):
 - Each group presents their ideas and solutions to the rest of the participants.
 - Encourage discussions and feedback from the other groups.
5. Wrap-Up and Conclusion (20 minutes):
 - Summarize the main takeaways from the activity.
 - Emphasize that entrepreneurship is a diverse field with opportunities for everyone, regardless of their interests and ambitions.
 - Encourage the youth to continue exploring entrepreneurship and take steps to pursue their entrepreneurial paths.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #17

Nature of resource

Published academic journal article

Tags

Entrepreneurship, social skills, cultural skills

Resource details

Τσολακίδου Σ. (2016). Η αξιολόγηση των κοινωνικών, επιχειρηματικών και πολιτιστικών δεξιοτήτων και το ανθρώπινο δυναμικό. *Επιστήμη και Κοινωνία: Επιθεώρηση Πολιτικής και Ηθικής Θεωρίας*, 33, 147–175.
<https://doi.org/10.12681/sas.10267>

Short description of the content

In a rapidly changing world, the development of human resources' competences and skills is a necessity for social and professional integration. The development and use of social, intercultural skills and innovative business initiatives are elements that help workers to adapt to the new globalised economic environment and facilitate their mobility. By applying assessment models, states and international organizations are systematically engaged in exploring and evaluating human resources skills, identifying gaps and challenges for new policies that act as a lever for the empowerment, effectiveness and efficiency of lifelong learning systems.

Language

English

Open access resource

Yes

Access link

<https://ejournals.epublishing.ekt.gr/index.php/sas/article/view/10267>



Practical implementation

Proposed Activity: Building Bridges

Objective: This activity aims to assess the social skills of (disadvantaged) youth through engaging and interactive tasks. The activity will focus on promoting teamwork, communication, and empathy while providing youth workers with insights into the participants' social abilities.

Duration: approx. 60 minutes

Materials Needed:

- Index cards or sticky notes
- Markers or pens
- A whiteboard or flip chart
- Timer or stopwatch

Structure:

1. Introduction (10 minutes):

- Gather all the participants in a comfortable space.
- Introduce the purpose of the activity: to understand and evaluate their social skills in a fun and supportive environment.
- Emphasize that there are no right or wrong answers, and the goal is to learn from each other.

2. Icebreaker: Human Bingo (15 minutes):

- Distribute index cards or sticky notes and markers to each participant.
- Explain that they have to go around and find people who fit the descriptions on the bingo sheet (e.g., someone who plays a musical instrument, someone who speaks more than one language, someone who loves reading, etc.).
- Encourage participants to interact with each other, ask questions, and find common interests.
- The first person to complete the bingo sheet by finding individuals who match each description calls out "Bingo!" and wins a small prize (optional).

3. Group Role Play (10 minutes):

- Divide the participants into small groups of 3-4 individuals.
- Assign each group a specific scenario related to social interactions, such as resolving a conflict, working on a group project, or planning an event.
- Provide some time for the groups to brainstorm and prepare a short role play (about 2-3 minutes) demonstrating how they would handle the given situation.
- After preparation, each group performs their role play in front of the others.
- Encourage constructive feedback from both youth workers and other participants after each performance.

4. Reflection and Discussion (15 minutes):

- Gather the participants in a circle and lead a brief discussion:
 - Ask participants how they felt during the activities and whether they faced any challenges in their interactions.
 - Encourage them to share what they learned about their social skills and those of their peers.
 - Prompt a conversation about what they can do to improve their social skills and build stronger connections with others.

Note: During this activity, youth workers should observe the participants' communication styles, problem-solving abilities, active listening skills, and how they navigate social interactions. This assessment can help identify areas where additional support and skill-building are needed to better address the needs of disadvantaged youth.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #18

Nature of resource

Published academic journal article

Tags

Entrepreneurship, effective training, context

Resource details

Wiger, N.P., Chapman, D.W., Baxter, A. et al. (2015). Context matters: A model of the factors associated with the effectiveness of youth entrepreneurship training. *Prospects* 45, 533–547. <https://doi.org/10.1007/s11125-015-9366-x>

Short description of the content

In this article, the focus is on how the government and development organizations are using entrepreneurship training programmes to help people in poverty. These programmes aim to teach skills that can help these individuals either find a job or start their own businesses. The article looks at real-life examples from East Africa to make its points. The main argument of the article is that while these entrepreneurship training programmes can be helpful in giving young people more opportunities to find work or create their own businesses, they are not enough on their own to create lasting improvements in the lives of the participants. The article introduces a new way of thinking about the situation, which includes looking at the surrounding circumstances that affect these young people. These "contextual factors" are the conditions and environment in which they live, and the article suggests that paying attention to these factors is essential for any poverty-alleviation strategy to work effectively. If these contextual factors are not taken into account, the article warns that relying solely on entrepreneurship training programmes may not bring the long-term improvements needed to lift these young people out of poverty. In fact, it could put too much pressure and unrealistic expectations on the participants, which could make it even harder for them to succeed.

Language

English

Open access resource

Yes

Access link

<https://link.springer.com/article/10.1007/s11125-015-9366-x>



ACTIVE YOUTH HUB PROJECT

Practical implementation

Proposed Activity: Speak Your Mind

Objective: This activity aims to assess the communication skills of disadvantaged youth through interactive and engaging tasks. The activity will focus on verbal and non-verbal communication, active listening, and expression of thoughts and emotions.

Duration: approx. 60 minutes

Materials Needed:

- Index cards or slips of paper
- Pens or markers
- Timer or stopwatch

Structure:

1. Introduction (10 minutes):

- Gather all the participants and youth workers in a comfortable space.
- Explain the purpose of the activity: to understand and evaluate their communication skills in a supportive and fun environment.
- Emphasize that there are no right or wrong answers, and the goal is to learn and improve together.

2. Express Yourself (20 minutes):

- Distribute index cards or slips of paper to each participant.
- Instruct each participant to write down one emotion (e.g., happy, sad, excited, nervous) on their card without showing it to anyone.
- Once everyone has written their emotion, ask them to stand in a circle.
- One by one, each participant will show their emotion card to the group without saying anything, while the rest of the group tries to guess the emotion being expressed.
- After each guess, the participant can confirm or correct the guess and briefly explain how they would express that emotion in real-life situations.

3. Pair Share (10 minutes):

- Divide the participants into pairs, making sure to pair up individuals who may not know each other well.
- Provide a topic or question related to their experiences, interests, or dreams (e.g., "What is your favorite hobby?" or "Describe a place you would love to visit someday.").
- Set a timer for 3-4 minutes and have each participant take turns sharing their thoughts and feelings on the given topic while their partner actively listens.
- Encourage active listening by instructing the listeners to ask follow-up questions or provide supportive comments after each sharing session.

4. Wrap-up and Reflection (15 minutes):

- Lead a brief discussion:
 - Ask participants how they felt during the activities and if they discovered anything new about their communication skills.
 - Encourage them to share any challenges they faced and what they think they could improve.
 - Provide positive feedback and constructive suggestions for enhancing their communication skills.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #19

Nature of resource

National Bureau of Economic Research, working paper

Tags

Entrepreneurship, effective training, context

Resource details

Chioda, L., Contreras-Loya, D., Gertler, P. & Carney, D. (2021). Making Entrepreneurs: Returns to Training Youth in Hard Versus Soft Business Skills. *NBER Working Paper* No. 28845. DOI 10.3386/w28845

Short description of the content

The focus of this article is on how the government and development organizations are using entrepreneurship training programmes to help people in poverty. These programmes aim to teach skills that can help these individuals either find a job or start their own businesses. The article looks at real-life examples from East Africa to make its points. The main idea is that while these entrepreneurship training programmes can be helpful in giving young people more opportunities to find work or create their own businesses, they are not enough on their own to create lasting improvements in the lives of the participants.

The article introduces a new way of thinking about the situation, which includes looking at the surrounding circumstances that affect these young people. These "contextual factors" are the conditions and environment in which they live, and the article suggests that paying attention to these factors is essential for any poverty-alleviation strategy to work effectively.

If these contextual factors are not taken into account, the article warns that relying solely on entrepreneurship training programmes may not bring the long-term improvements needed to lift these young people out of poverty. In fact, it could put too much pressure and unrealistic expectations on the participants, which could make it even harder for them to succeed.

Language

English

Open access resource

Yes

Access link

https://www.nber.org/system/files/working_papers/w28845/w28845.pdf



Practical implementation

Proposed Activity: Building Bridges

Objective: This activity aims to assess the social skills of (disadvantaged) youth through engaging and interactive tasks. The activity will focus on promoting teamwork, communication, and empathy while providing youth workers with insights into the participants' social abilities.

Duration: Approx. 60 minutes

Materials Needed:

- Index cards or sticky notes
- Markers or pens
- A whiteboard or flip chart
- Timer or stopwatch

Structure:

1. Introduction (10 minutes):

- Gather all the participants in a comfortable space.
- Introduce the purpose of the activity: to understand and evaluate their social skills in a fun and supportive environment.
- Emphasize that there are no right or wrong answers, and the goal is to learn from each other.

2. Icebreaker: Human Bingo (15 minutes):

- Distribute index cards or sticky notes and markers to each participant.
- Explain that they have to go around and find people who fit the descriptions on the bingo sheet (e.g., someone who plays a musical instrument, someone who speaks more than one language, someone who loves reading, etc.).
- Encourage participants to interact with each other, ask questions, and find common interests.
- The first person to complete the bingo sheet by finding individuals who match each description calls out "Bingo!" and wins a small prize (optional).

3. Group Role Play (10 minutes):

- Divide the participants into small groups of 3-4 individuals.
- Assign each group a specific scenario related to social interactions, such as resolving a conflict, working on a group project, or planning an event.
- Provide some time for the groups to brainstorm and prepare a short role play (about 2-3 minutes) demonstrating how they would handle the given situation.
- After preparation, each group performs their role play in front of the others.
- Encourage constructive feedback from both youth workers and other participants after each performance.

4. Reflection and Discussion (15 minutes):

- Gather the participants in a circle and lead a brief discussion:
 - Ask participants how they felt during the activities and whether they faced any challenges in their interactions.
 - Encourage them to share what they learned about their social skills and those of their peers.
 - Prompt a conversation about what they can do to improve their social skills and build stronger connections with others.

Note: During this activity, youth workers should observe the participants' communication styles, problem-solving abilities, active listening skills, and how they navigate social interactions. This assessment can help identify areas where additional support and skill-building are needed to better address the needs of disadvantaged youth.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



RESOURCE #20

Nature of resource

Non-academic website

Tags

Entrepreneurship, examples, stories

Resource details

Lodge, M. (2022). *10 Successful Young Entrepreneurs*. Investopedia

Short description of the content

This resource defines the term young entrepreneur and present the success stories of 10 people between 10-15 years old who make their own income in innovative ways.

Language

English

Open access resource

Yes

Access link

<https://www.investopedia.com/10-successful-young-entrepreneurs-4773310>



ACTIVE YOUTH HUB PROJECT

Practical implementation

Proposed Activity: Young entrepreneurs

Objective: This activity aims to create awareness about youth entrepreneurship through real-life examples of people 10-25 years old.

Duration: approx. 60 minutes

Materials Needed:

- Index cards with the stories of the resources
- Markers or pens
- Timer or stopwatch

Structure:

1. Introduction (10 minutes):

- Gather all the participants in a comfortable space.
- Introduce the purpose of the activity: to understand and evaluate the concept of a young entrepreneur.
- Emphasize that there are no right or wrong answers, and the goal is to learn and improve together.

2. Choose your story (15 minutes):

- Let the youth read the stories, choose the one they feel more identified with, and ask them to explain why.

3. Group Role Play (10 minutes):

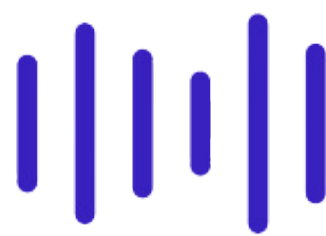
- Divide the participants into small groups according to the stories they have chosen.
- Ask them to write the arguments for choosing this story.

4. Wrap-up and Reflection (15 minutes):

- Gather the participants in a circle and lead a brief discussion:
 - Ask participants how they felt during the activities and whether they faced any challenges in their interactions.
 - Encourage them to share what they learned about their social skills and those of their peers.
 - Prompt a conversation about the actions they need to take to follow the example they have chosen.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.





7. Number of standards identified for the evaluation of interventions of youth workers

After an exhaustive review of the literature on youth workers' interventions, the identification of good practices and academic resources with a focus on the development of entrepreneurial skills and active citizenship, the following list of standards can be used by youth workers to evaluate their interventions. A scale of 1-4, along with the option "N/A", is used to recognize that not all standards may be applicable to every intervention. The table below explains the meaning of each number on the numerical scale 1-4 means for each standard:

STANDARD SCALE:				
1	2	3	4	N/A
The standard is not adequately addressed or implemented in the intervention.	The standard is partially addressed or implemented, and improvements are needed.	The standard is well addressed and implemented, meeting expectations. Improvements could enhance the intervention.	The standard is exceptionally addressed and implemented, exceeding expectations. No improvements are needed.	Not applicable

According to the criteria mentioned above, 1&2 are considered insufficient evaluation, while 3&4 are considered sufficient evaluation.

The criteria for identifying the standards below included measurability (allowing the collection of relevant data, as well as the evaluation of progress); applicability (practical standards that can be applied to different types of interventions and settings); evidence-based (identified in credible literature); ethical (standards that take into consideration youth workers' well-being, safety, and rights); and continuous improvement-oriented.



INTERVENTION:

RATING SCALE:

Relevance

The intervention is aligned with the needs of the targeted youth population.

Clarity

The intervention has been clearly defined and has clear goals.

Evidence-informed practice

The intervention is informed by research and/or proven effective strategies.

Cultural Sensitivity

The intervention takes into consideration (and respects) the cultural background of the youth.

Safe and ethics

The intervention provides a physically and emotionally safe space for youth.

Progress monitoring

The intervention is designed in such way, so that the participants' progress can be assessed towards specific objectives.

Opportunities for critical reflection

The intervention is designed in such way, so it promotes constructive feedback and encourages reflection on youth's experience.

Inclusion

The intervention ensures equal opportunities and access for youth, including those with diverse abilities and lack of access to resources.

Differentiation

The intervention considers and promotes the unique needs and strengths of each young person.

1

2

3

4

N/A



INTERVENTION:

RATING SCALE:

	1	2	3	4	N/A
<p>Adaptability</p> <p>The intervention employs flexible strategies to meet the changing needs of participants.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Transfer of knowledge</p> <p>The intervention facilitates the transfer of knowledge to youth.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Applicability</p> <p>The knowledge and skills related to the intervention are applicable to real-life situations.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Long-term effectiveness</p> <p>The intervention is designed to have a lasting positive effect on youth. The intervention provides a physically and emotionally safe space for youth.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Stakeholder Engagement</p> <p>The intervention involves important stakeholders (organizations, community, policy makers, etc.) in its design and implementation.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Youth workers' preparation and support</p> <p>Youth workers have received the necessary training and support to design and/or implement the intervention.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Youth empowerment</p> <p>Youth is involved in decision-making processes of the design, implementation, and evaluation of the intervention.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Advocacy</p> <p>The intervention empowers youth to become advocates for themselves, other people.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Social change</p> <p>The intervention leads to an understanding of social issues, inequalities, and injustices in youth's community.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Mentorship & role modeling</p> <p>The intervention provides youth with positive role models who guide them in their personal development.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



ACTIVE YOUTH HUB

P R O J E C T



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