



GUIDEBOOK ON

*Quality Entrepreneurial
Learning through Youth Work*

TITLE

Guidebook on Quality Entrepreneurial Learning
through Youth Work

PROJECT

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Association for improvement of modern living skills
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EDITORS

Domagoj Morić
Danijela Matorčević

AUTHORS

Armin Čerkez
Danijela Matorčević
Domagoj Morić
Marcela Velfl
Miloš Matorčević
Mireille Nzuzi

GRAPHIC DESIGN

Elma Husnić

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About the Project “Quality Entrepreneurial Learning through Youth Work”

This project focuses on trying to bring added value to the entrepreneurship education and youth work for entrepreneurship. We would like to stress that Entrepreneurial Learning in youth work is more than seeing entrepreneurship as a practice and learning about business plans. It is rather a mind-set or approach leading to a behavioural transformation towards personal and professional development.

The proposal will enhance the existing youth work training models and curricula for entrepreneurship with the elements of Entrepreneurial Learning for the new era entrepreneurship. The project is designed to create a quality - innovative training model for entrepreneurship youth work, covering the existing need for modernisation of Entrepreneurial Learning through youth work, as well as the needed learning tools to support a quality youth work.

Project aims to develop strategic tools and motivate/empower youth workers for enriching youth work activities with quality entrepreneurial education and learning, in order to address change in young mind-sets to inspire a new set of values inclined towards risk taking, venture creation and self-development for new era entrepreneurship.

Project activities are:

- A1 – Project Management
- M1 – Kick-off meeting
- O1 – “Guidebook on Quality Entrepreneurial Learning through Youth Work”
- O2 – “Curriculum (Training toolkit) on Quality Entrepreneurial Learning through Youth Work for Youth organisations”
- O3 – “E-learning course Quality Entrepreneurial Learning”
- E1 – Open Conference on Quality Entrepreneurial Learning through Youth Work - HR, in Croatia



- E2 – Open Conference on Quality Entrepreneurial Learning through Youth Work - SE, in Sweden
- E3 – Open Conference on Quality Entrepreneurial Learning through Youth Work - DE, in Germany
- C1 – The learning-teaching-training activity (LTTA) - Training of trainers
- E4 – Open Conference on Quality Entrepreneurial Learning through Youth Work - UK, in United Kingdom
- M2 – Final project meeting

The envisaged impact of the project is empowered and encouraged youth trainers and youth workers willing to work on the implementing the innovative entrepreneurial learning in NFE / youth work activities.

The potential longer-term benefit is increase of youngsters becoming entrepreneurs and self-employed individuals thanks to the quality implementation of youth work entrepreneurial learning activities for new era entrepreneurship and up-to-date relevant employability skills of youngsters in communities.

Project partners are:

- Silver Fox North east CIC, UK (applicant)
- Association for improvement of modern living skills “Realization”, Croatia
- Ung Kraft / Youth Power, Sweden
- Outreach Hannover e.V., Germany



Introduction

Young people in our communities are faced with many rapid changes around them which have direct impact on them on various levels. Long-term unemployment and lack of working experience are most significant since those leave serious consequences on socio-economic status, and psyche of a young person. On the one hand, young people lack opportunities to develop as professionals, and at the same time they lack practical competences for working in desired field due to the limitations of the formal education and slow changes in the development of competences due to the changing demands of the economies and markets.

On the other hand, non-formal education and youth work create a learning contexts on local, national and international levels and provide a variety of attractive and effective opportunities for personal and professional development of young people. In order to take initiative, to find a job that fulfils them, to start a project, business or an organisation, young people need to be able to find, create and explore opportunities by themselves. Youth work and non-formal education have the capacity to meet the needs of the youngsters and to support them in finding their own path to career development, either through employment or self-employment.

The “Guidebook on Quality Entrepreneurial Learning through Youth Work” was created within the project “Quality Entrepreneurial Learning through Youth Work”, which aims at bringing added value to entrepreneurship education and youth work for quality entrepreneurial learning. Entrepreneurial learning within youth work puts focus on developing a mind-set which leads to a personal and professional transformation, and requires a transformative, holistic, lifelong and life-wide learning context. Going through a developmental process is essential, and requires a multidimensional approach to learning. Seven thematic areas of the Guidebook



provide youth workers and other experts working with young people with varied content which support quality entrepreneurial learning within the scope of youth work. It is also accompanied by ideas for quality entrepreneurial learning within youth work with the aim of promoting sustainable entrepreneurship education in youth work programmes in communities.

The first part of the Guidebook focuses on the situation of the European youth, youth policies and youth goals. The second part of the Guidebook is about the topic of entrepreneurship including the “new” era entrepreneurship, future work skills, business idea development, and opportunity-centred entrepreneurship as an opportunity for meeting the need of young people for quality employment. The third part of the Guidebook focuses on entrepreneurial learning, models, its usefulness, and the meaning of entrepreneurial leadership. The fourth and the fifth parts focus on non-formal education and youth work, its principles, stakeholders, quality systems of implementation, competences of youth workers, and raising competences of youth through non-formal learning and its recognition. The sixth part of the Guidebook focuses on entrepreneurial learning within youth work as a transformative learning process. It includes the learning approaches to entrepreneurial learning, creative learning processes, new technologies and ways of learning, new methodological perspectives, career guidance, learning outcomes of entrepreneurial learning, new contributions to entrepreneurial learning and how all of those enrich youth work. The seventh part of the Guidebook presents good case practices of organisations, long-term and short-term projects in the field of youth work which have been creating contexts for young people to go through a transformative process of entrepreneurial learning.

Above all, “Guidebook on Quality Entrepreneurial Learning through Youth Work” is about enhancing the existing youth work training models and entrepreneurship education with the elements of transformative entrepreneurial learning to meet the needs of young people and to support their personal and professional development.

European Youth

Situation of the Youth in European Union

Youth unemployment rates are even double or more than double higher than unemployment rates for all ages. The youth unemployment rate was the lowest between 2005 and 2007 at 15.1% (Eurostat 2005 & 2007), and the highest in 2013 at 23.9% (Eurostat 2013). By the end of 2017 the number decreased to 16.2% (Eurostat 2017).

Long-term unemployment is for young people often very difficult to deal with and manifests in through various issues ranging from psychological to financial. Different levels of policy levels - European, national and regional reported some of the following issues. There are no more reliable paths of going through education and training that leads the way to quality employment. There is a mismatch between the ambitions and expectations of young people and their employment. Cross-sectoral cooperation (formal education, labour market, institutions and policy makers) is many times almost non-existent. Formal education is many times failing at developing the skills necessary for employment in school and university graduates.

The results of the PISA assessments which are conducted around the OECD countries show that one in five students do not develop the basic level of skills during their formal education which would enable them to actively participate in society (OECD, 2013).

Having this in mind, the importance of the non-governmental sector, non-formal education and youth work has been recognised as the key in changing the situation for the better. According to the OECD Education and Training Policy (2010) non-formal learning and its recognition bring a range of benefits including economic, educational, social and psychological. Economic implies that the human capital can be used more productively in non-formal education by reducing the opportunity costs of it. Educational implies that non-formal education can support lifelong learning and

career development. Social implies that non-formal education strengthens access to both further education and the labour market including various disadvantaged groups in the society. And psychological benefit implies that non-formal education makes individuals aware of their capabilities and validates their worth.

The European 2020 Strategy for smart, sustainable and inclusive growth puts young people very high on the list of the priorities and embraces initiatives to support their creativity and employability. The policy framework has been put forward through the EU Youth Strategy which is based on Youth Goals proposed by the European youth.

The Framework for European Cooperation in the Youth Field

Based on the assessment of the cooperation in the youth field in the 2009, the Commission proposed broadening of the opportunities in education and employment, better access to social services and civic opportunities, promotion of solidarity through volunteering and mobilising youth organisations and young people. The proposal resulted in a renewed Framework for European cooperation in the youth field (2010-2018). The main objectives of the new framework are to improve young people's opportunities in education and in the labour market, and to promote active citizenship, social inclusion and solidarity. This new strategy highlights eight fields of action with the accompanying outcomes:

Table 1 Working with young people within the framework of youth work

Field of action	Expected outcomes of youth work
1. Education and training - aims at having equal access to high-quality education and training at all levels, opportunities for lifelong learning, recognition of non-formal learning and better links with formal education	<ul style="list-style-type: none"> ✓ Non-cognitive skills ✓ Better academic outcomes ✓ Alternative pathways for dropouts ✓ Educational/career guidance ✓ Opportunities for further development
2. Employment and entrepreneurship - aims at enabling transition and integration into the labour market, either as employees or entrepreneurs,	<ul style="list-style-type: none"> ✓ Transversal skills demanded on labour market ✓ Opportunity to practice skills in real settings

including from unemployment or inactivity	<ul style="list-style-type: none"> ✓ Orientation of young people ✓ Matching young people and jobs
3. Health and well-being - focuses on the promotion of mental and sexual health, sport, physical activity and healthy lifestyles, as well as prevention and treatment of injury, eating disorders, substance abuse	<ul style="list-style-type: none"> ✓ Access to information and trusted advice ✓ Changes in attitudes and behaviours ✓ Raised self-awareness ✓ Improved well-being
4. Participation - encourages active involvement in representative democracy and civil society at all levels; structures have been developed for involving young people in decision-making and in review of participatory mechanisms	<ul style="list-style-type: none"> ✓ Participation and involvement in democratic processes ✓ Raised awareness ✓ Developed critical thinking ✓ Empowered young people ✓ Opportunity for self-expression
5. Voluntary activities - aims to support the recognition of volunteering for its value as an important form of non-formal learning and urge the removal of obstacles and the promotion of cross-border mobility, including through the European Voluntary Service (EVS)	<ul style="list-style-type: none"> ✓ Frequently volunteer-led ✓ Foster solidarity ✓ Voluntary engagement later on in life
6. Social inclusion - aims to prevent social exclusion and poverty, also across generations, and to strengthen solidarity between society and young people as well as equal opportunities	<ul style="list-style-type: none"> ✓ Socialisation and safe environment ✓ Prevented exclusion ✓ Targeted specific groups ✓ Combated negative perception of specific groups among public
7. Creativity and culture - addresses capacity for innovation through participation in culture expressions and promotes personal development, enhancing learning, intercultural skills, understanding of and respect for cultural diversity and the development of new skills for future job opportunities	<ul style="list-style-type: none"> ✓ Cultural participation ✓ Space for expression and creativity ✓ Intercultural understanding, health, well-being ✓ Broad personal development impact
8. Youth and the world - targets young people's participation in and contribution to global processes of policy making, implementation and follow-up and young people's cooperation with regions outside Europe	<ul style="list-style-type: none"> ✓ Developed skills and attitudes ✓ Raised awareness of human rights, development, global themes ✓ Provided education for sustainable development

Source: European Commission: The value of youth work in the European Union

(2014)

The Commission's Report on the Situation of young people in the European Union (2018) presents the data on the current situation of young people in Europe to illustrate the trends which have emerged since the establishment of the EU Youth Strategy in 2010. The data shows that the lives of the European youth are improving. The level of education of young people is increasingly higher. The number of young people with secondary and tertiary level of qualifications has risen. More young people are finding employment which is found to be in correlation with the increase in the qualifications. Improvements on the labour market have had positive impact on living conditions of many young people which has resulted in improvement in the social inclusion. Better employment opportunities strengthen young people's ability to have better social and living conditions. Young people are also demonstrating an increasing interest in politics and are using the new methods of participation through modern technologies. The data shows that the young people feel more European than the general population, and self-identification as European citizens has increased more among the youth than the older individuals. Also, participation in voluntary activities shows growth which renewed the engagement of the youth in the local community.

However, there are still some challenges that remain. Some groups of young people encounter difficulties in educational achievement; poverty and social exclusion still affect a large number of the youth; obesity and insufficient physical activity are a great risk for an increasing number of young people; there is a declining number of young people voting; and young women and men face disadvantages in different areas such as gender inequality.

Based on the findings and the outcomes of the EU Youth Strategy 2010-2018, the European Commission has put forward a proposal for a new EU Youth Strategy for 2019-2027 which covers the following eight fields: Employment and entrepreneurship, Social inclusion, Participation, Education and training, Health and wellbeing, Voluntary activities, Youth and the world, Creativity and culture.

The objectives of the Strategy (2019-2027) are expected to be achieved through specific youth initiatives to encourage non-formal learning, participation, voluntary activities, information and mobility among the young people, and through establishing cross-sector initiatives that will ensure that youth issues are taken into

account when formulating, implementing and evaluating policies and actions in fields with a significant impact on young people, including education, employment, health or wellbeing.

The proposal of the new EU Youth Strategy 2019-2027 and the specific eight fields were based on the cooperation with the Youth Council and the Structured Dialogue with young people which put forward Youth Goals.



Youth Goals

In the process of proposing the EU Youth Strategy for 2019-2027 in May 2018 (Engaging, Connecting and Empowering young people: A new EU Youth Strategy), the Commission invites the Youth Council to endorse the Strategy by building on the Youth Goals proposed during the EU Youth Conference in April 2018.

All together 48.369 young people from all around the EU were involved in the consultation phase of the 6th cycle of the Structured Dialogue with young people through surveys, focus groups and other methods. The young people involved came from a wide range of backgrounds and visions of what the content of the EU youth policy should be.

The European Union Youth Conference Goals are based on the needs the young people themselves expressed during the consultation for the new EU Youth Strategy, and comprise the following:

1. Connecting EU with Youth - through meaningful youth involvement and dialogue in all stages of EU decision making
2. Equality of all genders - through tackling discrimination and ensuring equality for all genders
3. Inclusive society - more space, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation
4. Information and constructive dialogue - ensuring easy access to information that follows the code of ethics and quality standards
5. Mental health and wellbeing - encouraging the development of self-awareness and less competitive mind-sets
6. Moving rural youth forward - ensuring decentralisation of different activities to support inclusion and support local communities
7. Quality employment for all - guaranteeing the recognition and validation of competences acquired through internships, apprenticeships and other types of work-based learning, such as volunteering and non-formal education



8. Quality learning - promoting open-mindedness and support the development of interpersonal and intercultural skills
9. Space and participation for all - increasing youth participation and equal representation in the electoral processes and other decision-making organs at all levels of society
10. Sustainable green Europe - ensuring that everyone including young people know the effect of their actions on the environment
11. Youth organisations and European programmes - ensuring visibility and provide quality of information on youth organisations and European youth programmes for all young people

As it is visible in the Youth Goals, quality employment is one of the top 11 priorities for the youth. Due to the changes on the global scale, the understanding of employment has been changing as well. More and more people are moving away from being employees only or being a part of a closed enterprise where they are only one piece of a puzzle, and where they often do not see their contribution nor the results of their efforts. Such employment has resulted in dissatisfaction with employment and directed many people in the direction of self-employment, starting-up their own businesses or organisations through which they are able to create their own reality which is in accordance with their values, competences and visions of the desired future.

The data gathered within the European exchange programme Erasmus for Young Entrepreneurs which started in 2009 shows a growing number in people who would like to start their own business. The programme gives an opportunity to new or aspiring entrepreneurs to get a first-hand practical coaching from experienced entrepreneurs running a small and medium sized business in Europe. Between 2009 and 2017 there have been 15,296 candidates who applied for the programme including 9,271 (61%) of new entrepreneurs and 6,025 (39%) of experienced entrepreneurs. Out of 15,296 applications, 12,962 applicants have successfully been accepted for the programme. In the beginning of the programme 2009-2012, the number of applications did not exceed 1700 per year, and that number doubled by 2017 showing a growing interest in such a programme. Around 90% of entrepreneurs who participated in the programme were under the age of forty. One

third of the aspiring entrepreneurs who have participated in the programme (36.5%) have created their own business and more than half of the new entrepreneurs (58.3%) consider the exchange made a considerable positive contribution to the start of their company.

According to Eurostat (2013), in the EU28 in 2013 there have been 2.67 million people between 15 and 29 who were self-employed. This means that only 6.5% of the total European population choose self-employment. The number of self-employed people in 2008 was 6.3% which is a slight increase in the period of five years. The Eurostat (2013) data shows that level of self-employment is highly correlated (66%) with the share of NEETs (young people not in employment, education or training). This number indicates that the markets with high number of NEET population is more likely to have high levels of youth self-employment. Gender analysis shows that two-thirds of self-employed young people were men, while there were 33% of women who were self-employed in 2013.

European Value Study (2008) showed significant differences in work values between self-employed and employees. Values which self-employed young entrepreneurs recognised at the most important were: not having too much pressure, using initiative, doing something useful for society, meeting people, achieving something, having responsibilities, matching one's abilities, learning new skills, working in a family-friendly environment and having a say in important decisions. At the same time employees report that good pay, job security, pleasant people to work with, a job that is interesting, and generous holidays as more important values.

Entrepreneurship

According to the European Framework for Key Competences (2006), entrepreneurship is a key competence for lifelong learning and it refers to an individual's ability to turn ideas into action. In a narrow perspective, it includes sense of initiative, creativity, innovation, risk-taking, planning and project management. It includes transversal skills and attitudes as well as specific knowledge and business skills. In a broad perspective, it is about the development of the entrepreneurial mind-set that provides foundation of the establishment of social or commercial business in the society.

“New” Era Entrepreneurship and “New” Economics

The structure and the perception of entrepreneurship has also changed greatly from the “old” entrepreneurship to the “new” entrepreneurship (Rae, 2011). The “old” entrepreneurship is perceived as individualist, capitalistic, in pursuit of opportunities regardless of consequences, business and profit driven, with financially-focused values, as exploiting and wasting resources, with masculine attributes such as aggression, power and conflict, and is fuelled by debt. On the contrary, the “new” entrepreneurship is perceived as individual-team leadership, networked and collectivist, which is socially connected and inclusive, ethically responsible, sensitive to resource conservation and re-use, has multiple forms of value creation, is economically and environmentally sustainable, is based on feminine attributes such as intuition and collaboration.

In terms of skills, the results of various surveys conducted among employers, employees and self-employed individuals have shown that the following are the most important skills for the “new” era entrepreneurship and employment: leadership, people management, innovation and entrepreneurship, communication, adaptability and flexibility, change management, project management, influencing, decision making and time management (European Commission, 2015)



Future Work Skills

The changes on the global labour market and transition from the “old” to the “new” entrepreneurship requires the change in the competencies of the people working on the market as well. According to the Future Work Skills 2020 Study the following skills are considered to be the most important:

- sense-making as the ability to determine the deeper meaning or significance of what is being expressed
- social intelligence as the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions
- novel and adaptive thinking as proficiency at thinking and coming up with solutions and responses beyond that which is rule-based
- cross-cultural competency as the ability to operate in different cultural settings
- computational thinking as the ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning
- new media literacy as the ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication
- interdisciplinarity as literacy in and ability to understand concepts across multiple disciplines
- design mind-set as the ability to represent and develop tasks and work processes for desired outcomes
- cognitive load management as the ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques
- virtual collaboration as the ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team



Business Idea Development

Business idea development is a comprehensive process which consists of a number of steps that an individual has to go through to turn an idea into a successful opportunity which will generate income and provide for the sustainability and further development of an enterprise or an organisation. The development of a business idea is often based on the needs, issues, problems, or opportunities in one's community.

An idea itself does not have a value until it is turned into an opportunity, therefore it is important to make a distinction between an idea and an opportunity.

Table 2 Idea vs. Opportunity

IDEA	OPPORTUNITY
💡 the first step in the process of founding a business	💡 a proven concept that generates on-going income
💡 is a thought or a concept that can be used to change something	💡 an idea that has been researched upon, refined and put into a promising business
💡 focuses on a product or service that can be offered and potential customers would value	💡 it is a service or a product which customers value and are willing to pay for it
💡 has no commercial value until it has its first customers	

In the process of developing an idea into an opportunity, it is important to look around and see what already exists in the community where an individual would like to start up a business or an organisation. That gives an insight into what is working, what is not working, and which gaps in the market there are. Street mapping is a creative way of investigating the different types of enterprises and organisations that surround an individual.

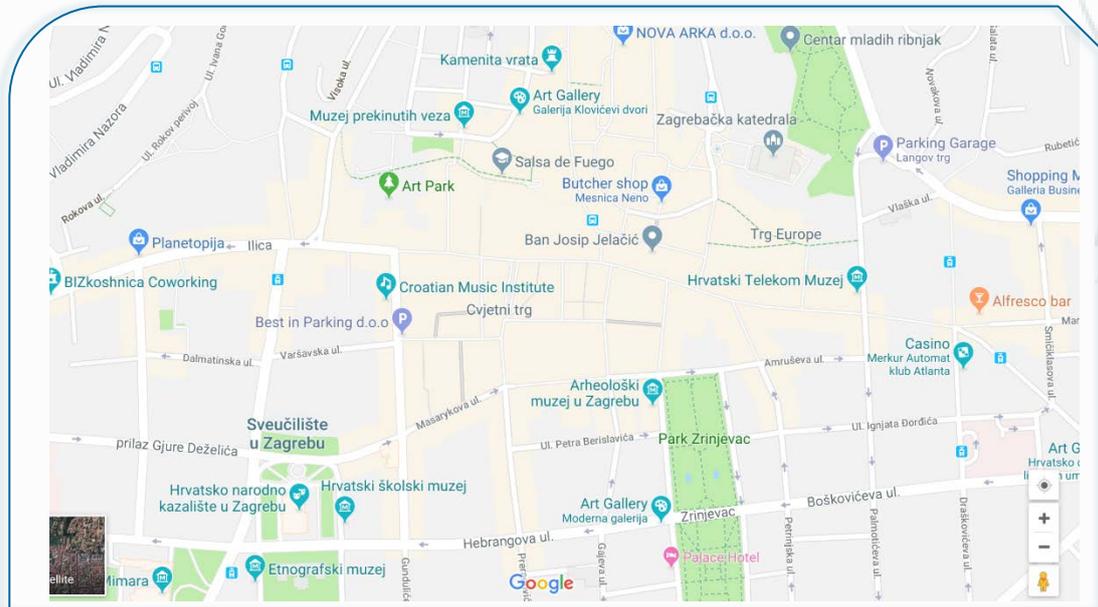




Street mapping

Choose one street, neighbourhood or an area for mapping, and choose the goal of the mapping:

- enterprises or organisations which I like, admire and like to go to
- enterprises or organisations which I don't like and don't like to go to



Google Maps: Zagreb city centre

Questions to support the process of street mapping:

Why do I like or admire about certain places? Why do I go to certain places?

What is so special about them?

Why do I use certain services or buy certain products?

Which different types of enterprises or organisations do you see?

What is missing? What do customers need?

What kind of unused facilities are there and which opportunities do they provide?

Use the findings for idea brain-storming, and take a look into exploring opportunities which arise from those ideas.

Opportunity-centred Entrepreneurship

Opportunity-centred entrepreneurship sets the base for entrepreneurial learning through a methodology which supports exploring and working on opportunities. The model of the opportunity-centred entrepreneurship (Rae, 2003) includes four clusters of activities: Personal enterprise; Creating and exploring opportunities; Planning to realise opportunities; and Acting on opportunities.

Personal enterprise

This cluster of the model refers to individual's personal goals, skills, strengths, values and motivation as well as confidence about all of it. In order to relate opportunity to personal goals, one should ask the following questions:

How does the opportunity connect to my personal goals?

What do I want to achieve? Why?

How will I benefit?

What is interesting, exciting, stimulating to me?

What are my strengths and capabilities?

How to balance individual and group interests?



Creating and exploring the opportunity

This cluster refers to exploring ideas, seeing needs as opportunities, creative thinking and taking initiative. In order to create and explore an opportunity, one should ask the following questions:

Is it an idea or an opportunity?

Demand? Innovation? Possibility? Attraction?

What is the opportunity? Why? Who for? How to realise it? Where? When?

Who are the customers, suppliers, partners? What are their expectations?

How does the opportunity create new value? How is it different?

Planning to realise the opportunity

This cluster refers to planned goals and activities which will support the realisation of an opportunity taking into consideration what must be accomplished, which

resources are required and how success is assessed once it is achieved. In order to plan to realise the opportunity, one should ask the following questions:

What are the project goals? When will they be achieved?

What is success? How will it be assessed?

What tasks must be accomplished? How to achieve them? Who will do them?

When to complete? Which resources are required?

What is the project's identity?

Acting on opportunities

This cluster refers to networking, creating and using contacts, communicating effectively through various communication channels, self-marketing and learning from the experience. In order to act on opportunities, one should ask the following questions:

Which actions are necessary? How to communicate and work effectively?

Who are the team members and what capabilities are needed?

What expertise is required?

What works for the venture?

Opportunity-centred approach to developing business ideas is the base of entrepreneurial learning and the development of ideas into successful opportunities which would generate income or create a change in someone's reality. The following tool is based on the opportunity-centred model of entrepreneurship (Rae, 2011), and guides through the process of the idea development.





Business idea development through opportunities-centred model of entrepreneurship

1) Brainstorm a list of problems and needs which are surrounding you

2) Choose one problem from the list and answer:

What opportunities could this offer?

How can resources and technologies be combined to generate opportunities?

3) How to turn ideas into opportunities? Ask the following questions:

Who is it for?

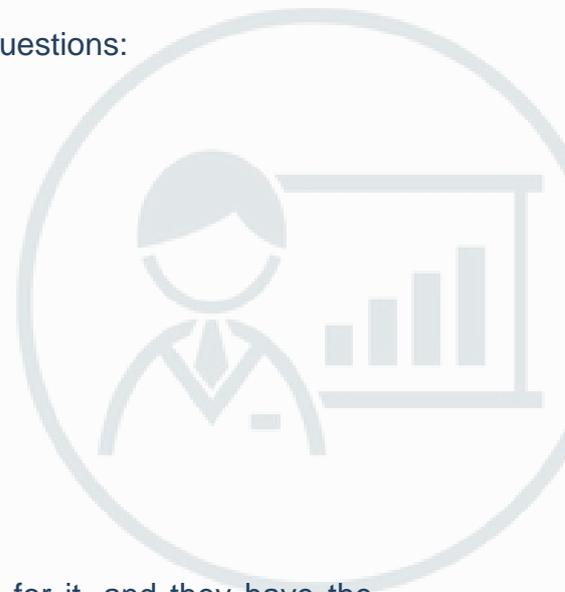
What will it do for them? How will they benefit?

What will it do for you?

Can you do it?

Is it feasible?

Is it new? What makes it special?



4) Check if something is an idea or an opportunity

An opportunity has (the DIFA model):

- a) DEMAND - there are potential users or customers for it, and they have the ability to pay for it. Who is it for?
- b) INNOVATION - it provides a product, service or technology. What is it? Benefits?
- c) FEASIBILITY - the technology and resources for it exist. Can it be done?
- d) ATTRACTION - there is benefit and interest for you. Why?

5) Design the solution - design an innovation or solution to the problem. Use a visual presentation of the solution

How will it work? How will you make it happen?

Why is it useful? Why does it matter?

6) Reflect and assess

What have you learned from using opportunity exploration as a creative learning process?

How did it feel?

What worked well? Not so well?

Why was this?

What approaches can you use with your learners?

7) Feedback - share your thoughts

What worked?

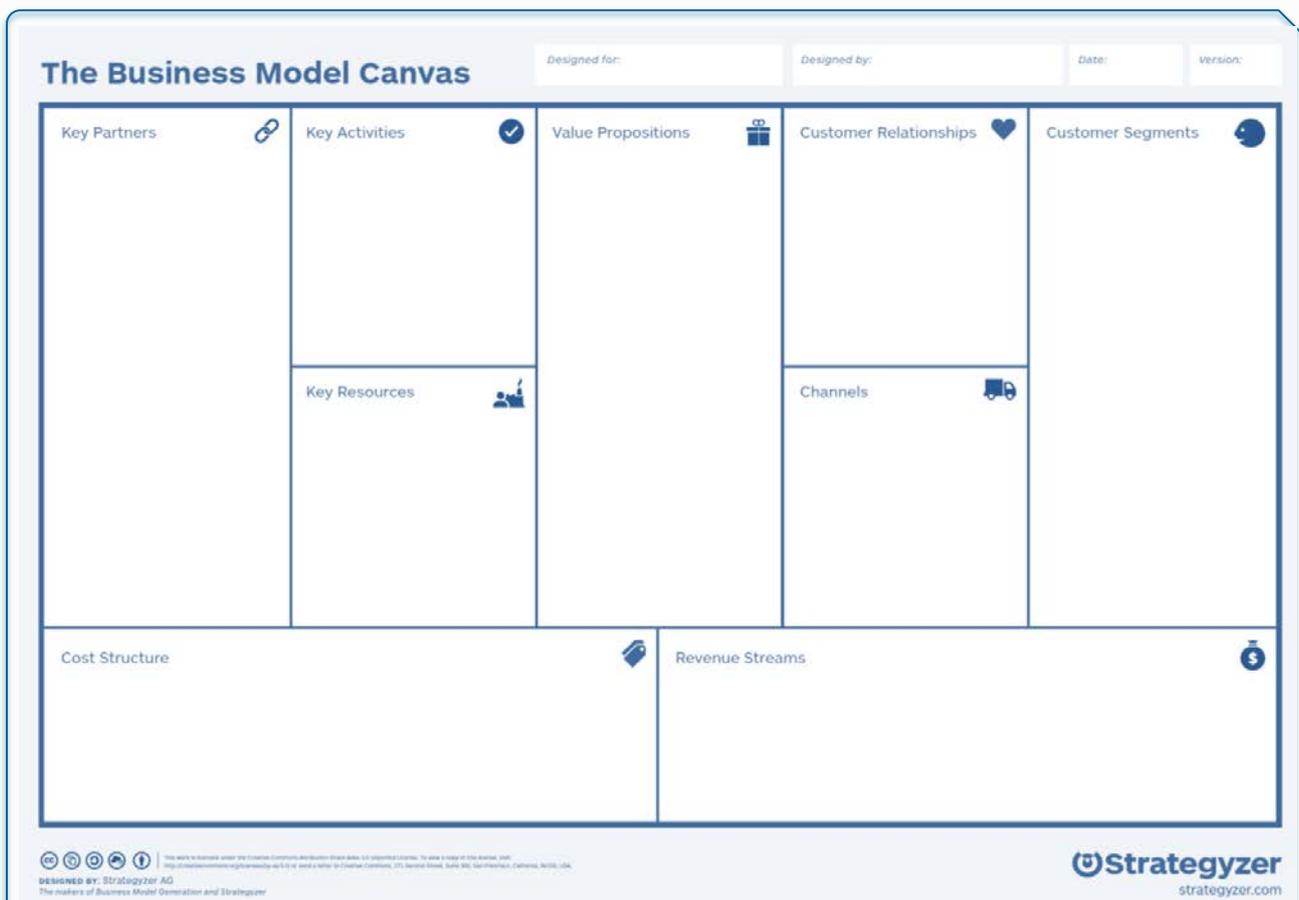
What did not work?

What to do differently? Where to invest to make it better?

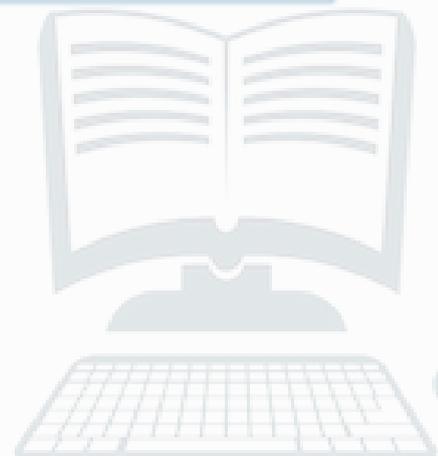
Business plan and monitoring of business plan

A business plan is the next step after identifying opportunities in the process of starting up an enterprise or an organisation. The Business Model Canvas is a good framework for planning concrete steps before starting up an enterprise to take into consideration elements which one needs to bear in mind during planning. The key components of the Business Model Canvas are: Key Partners, Key Activities, Key Resources, Value Propositions, Customer Relationships, Channels, Customer Segments, Cost Structure and Revenue Streams.

Figure 1 The Business Model Canvas



Source: Strategyzer



Based on the Business Model Canvas, a business plan is made and implemented, and should consist of the following elements which vary due to the type of a business or organization:

- Executive summary
- Business description
- Market analysis
- Competitive analysis
- Organisational structure
- Operations and management
- Breakdown of products and services
- Sales strategies
- Financial projections
- Design and development plan
- Resources (available and needed)
- Market positioning
- Pricing of the product/service
- Budget (income and expenses)
- Distribution channels
- Promotion plan
- Procedures
- Risk assessment
- Action plan



The implementation of a business plan requires monitoring in order to evaluate the progress and the success of the implementation. The monitoring process requires setting clear goals and objectives, an action plan with the timeline, company strategy and financial projection. Questions to ask during the monitoring process are as proposed by McNamara:

- 1) Are goals and objectives being achieved or not? If they are, then acknowledge, reward and communicate the process. If not, then consider the following questions.
- 2) Will the goals be achieved according to the timelines specified in the plan? If not, then why?
- 3) Should the deadlines for completion be changed?
- 4) Do personnel have adequate resources (money, equipment, training, etc.) to achieve the goals?
- 5) Are the goals and objectives still realistic?
- 6) Should priorities be changed to put more focus on achieving the goals?
- 7) Should the goals be changed?
- 8) What can be learned from our monitoring and evaluation in order to improve future planning activities and also to improve future monitoring?

Entrepreneurial learning

What is Entrepreneurial Learning?

Entrepreneurial learning is defined in two ways. The narrow definition of entrepreneurial learning emphasizes the social role of a young person. It implies being an entrepreneur and starting up a company through which the person serves for the community. It would include learning about things such as different types of entrepreneurship, opportunity and risk analysis, finance and budgeting, project management or business plan development. The broad definition of entrepreneurial learning implies developing a set of abilities and skills such as creativity, flexibility, decision-making, taking initiative, negotiation or idea development (Kiilakoski, 2014). The development of those abilities and skills is based on the individual's needs and enables them to choose their career path either as an employee or as an entrepreneur.

In both of the perspectives, the social conditions require certain individual characteristics which could be developed through entrepreneurial learning (Kiilakoski, 2014), and additionally benefit in active participation of the young people in their surroundings.

Entrepreneurial learning implies learning and acting in innovative ways based on opportunities, the interaction between individuals personal learning and learning within a social context, applied creativity by moving between ideas and activities through different experiences (Rae, 2011).

Entrepreneurial learning tackles entrepreneurship from both a business perspective and a broader perspective of autonomous venture-oriented learning, regardless of the job/venture creation dimension (Politis, 2005).

Peter Erdelyi (2015) argues that entrepreneurial learning has two dimensions: one that involves personal learning and the other that involves collective learning.

Personal learning focuses on the individual and their experiences. It is a process of recognising an opportunity and making a decision about it. Collective learning arises from the interaction of an individual within an already existing enterprise or within an ecosystem. Both ways of learning lead to behaviours that encourage individuals to take action by using the already existing resources.

Figure 2 Classification of the entrepreneurial learning literature



Source: The Matter of Entrepreneurial Learning: A Literature Review (Erdelyi, 2015)

Why is Entrepreneurial Learning Useful?

Entrepreneurial learning is useful and important because it drives innovation, creativity, ambition and action. It also supports inclusion of individuals with fewer opportunities and their active participation in the society by supporting various forms of entrepreneurship. Finally, it rises awareness of the importance of lifelong learning and growth in different areas (Rae, 2011). As it is visible in Youth Goals, quality employment is one of the most important goals for young people since it preoccupies a great part of our lives. Quality employment can mean different things to different young people, and there is often a discrepancy between what young people perceive as quality employment, and the jobs that are actually available on the market. In most cases, the “old” way of doing business is the mainstream approach, and it often makes young people unhappy with their jobs which are based on the principles of

competition, profit, wasting resources, conflict, and focused on quantity rather than quality.

Entrepreneurial learning approach firstly raises awareness of one's values and motivations to start a change themselves. It also puts focus on collaboration and building a network rather than individualism through which one can identify new opportunities to start something new, to express creativity, to find solutions and to implement them, to learn by doing, and to reflect on the past learning experiences in order to learn on them. Entrepreneurial learning does not necessarily have to result in starting a business or an enterprise, it can also result in developing an entrepreneurial mind-set and turning opportunities into project of any kind, youth initiatives, events, activities for excluded members of the society, or starting-up non-profit organisations. It empowers young people to start a change and implement new ideas and solutions in their current jobs, without actually becoming entrepreneurs.

While entrepreneurship is defined as a practice, entrepreneurial learning is defined as a mind-set or approach leading to a behavioural transformation towards personal and professional development (Krueger, 2007). As such it is useful for everyone who is aiming at improving their employability competences or starting up a business, initiative, organisation or a project themselves in order to become self-employed.

To gain understanding of how entrepreneurial learning can enrich youth work, we will first look into different models of entrepreneurial learning.

Models of Entrepreneurial Learning

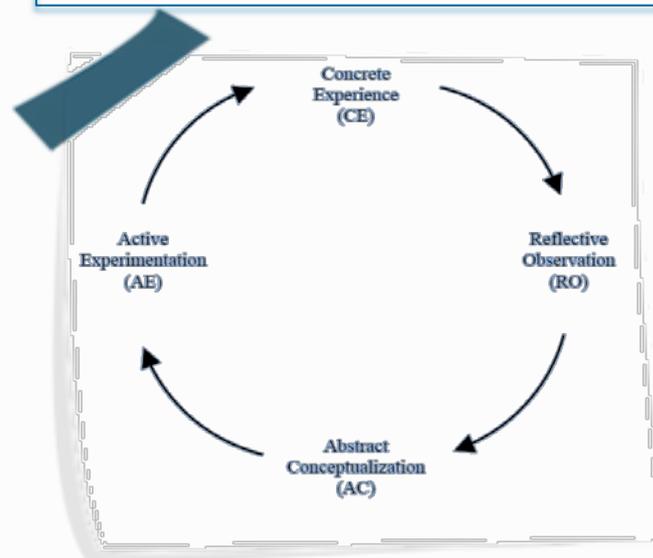
The entrepreneurial learning circle

Entrepreneurial learning has been analysed through a perspective of different definitions and models. One of them is Kolb's learning cycle (1984) who proposed that learning is of a cyclical nature which happens through four transformation stages. Besides the experimenting and experiencing, an entrepreneur also has to reflect on the outcomes of every experience in order to enable experiential learning. In his learning cycle, Kolb (1984) realized the importance of the trial and error, and highlighted the importance of reflection on concrete experiences. He claims that without such analysis and self-reflection, an individual is not able to learn from a particular experience.

Kolb's learning cycle consists of four processes:

1. Abstract Conceptualisation - thinking and forming concepts on pre-existing knowledge
2. Active Experimentation - actively experimenting and taking actions according to prior knowledge
3. Concrete Experience - experiencing something new out of the actions taken based on conceptualisation
4. Reflective observation - reflecting over the outcome of the decision making

Figure 3 Kolb's learning cycle (1984)



Taking into consideration the cyclical nature of the model, the reflective observation leads to forming new knowledge or developing new skills, eventually again resulting in a new experience.

Model of opportunity identification and development theory

Ardichvili, Cardozo and Ray (2003) developed another cyclical model which focuses on the entrepreneurial alertness as the ability to capture and discover business opportunities. This model correlates the individual's prior knowledge, personal traits, and social networks which all together contribute to the entrepreneurial recognition of opportunities.

In terms of personal traits, the focus is on creativity and optimism as the main points which influence the ability of recognising an opportunity. Especially important is optimism and positive attitude towards failure as opportunities to learn on one's personal mistakes.

The prior knowledge implies both the specialised knowledge in an area important for the entrepreneur as well as the knowledge of markets, customers or any relevant experience in a specific industry gathered through the years of experience.

Social networks imply having a network where an entrepreneur can gather information that could eventually lead to identifying an opportunity, having partnerships and the inner circle of reliable people who create long-term stable relationships, as well as the people who might provide resources for the opportunity.

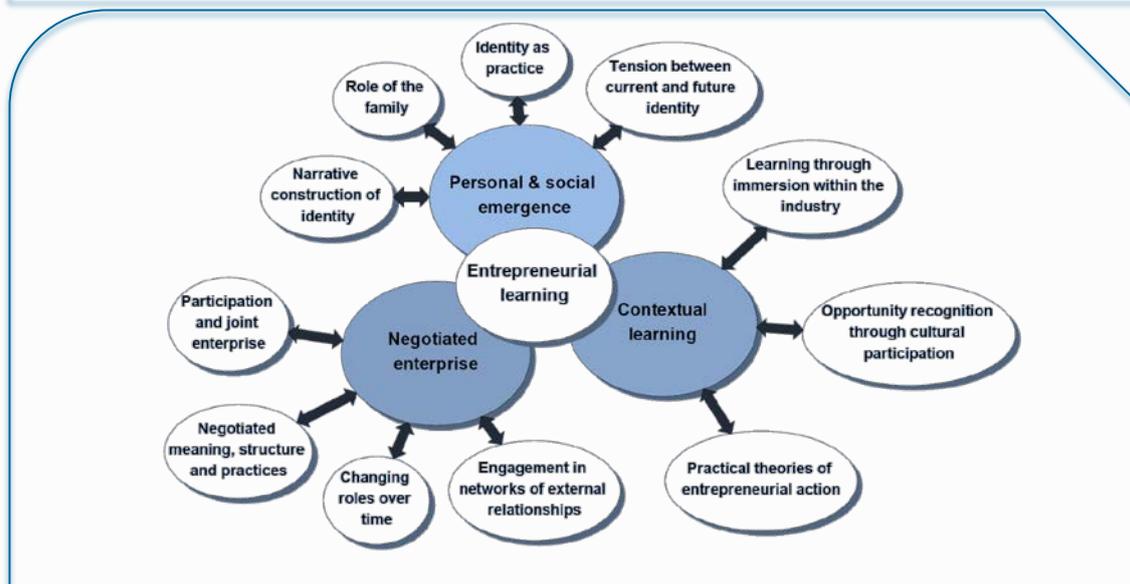
A conceptual framework of entrepreneurial learning as an experiential process

On the other hand, Politis (2005) argues that recognition of an opportunity is strongly connected to one's career experience through a transformation process which he put in a conceptual framework of entrepreneurial learning as an experiential process. He states that the entrepreneurial learning takes place when an entrepreneur challenges the previous experienced learning when making a decision about exploiting or exploring an opportunity. Outcomes of the previous experiences, predominant logic and one's career orientation are the main factors which influence the process of transformation of experience into new knowledge.

A narrative-based conceptual model

The model of Entrepreneurial learning as a narrative-based conceptual model was proposed by Rae (2005). It was developed as a result of a study which included emerging entrepreneurs and followed their personal and business development through a series of in-depth life story interviews (Rae, 2005). The analysis of the collected data showed that there were three major themes common to all the participants of the study which related to their entrepreneurial learning. Those three themes include personal and social emergence; the negotiated enterprise; and contextual learning. There was a total of 11 additional themes identified within the three main themes. All together they comprise the model of entrepreneurial learning - the triadic model which is shown in Figure 4 and is followed by a description of the three major themes (Rae, 2005).

Figure 4 Triadic model of Entrepreneurial learning with sub-themes



Source: Entrepreneurial learning: a narrative-based conceptual model (Rae, 2005)

Personal and social emergence

Personal and social emergence implies the development of an entrepreneurial identity is greatly influenced by early life and family background, education as well as social relationships. It includes the formation of a sense of self and seeking for ways of being recognised in a social context. Identity is constructed through individual's

self-narration of autobiographical stories in which an individual is the main actor, the narrator and the author at the same time. The role of the family is significant in the process of shaping the identity, and has an impact on its changes due to family circumstances. There is also often a discrepancy between the current and future identity. The dissatisfaction with the current identity often results in taking some kind of entrepreneurial actions and becoming an entrepreneur in order to create a new reality and desired identity. Through entrepreneurial act and transforming the imagined future into reality, an individual takes responsibility for shaping the future. That results in moving away from the identity that was defined by others, such as family, friends or working environment, and a new (entrepreneurial) identity is created.

Contextual learning

Contextual learning refers to one's previous experience within a certain industry, community or any other network. Such experiences can develop and individual's intuition and the ability to recognise entrepreneurial opportunities within the network. Learning through being a part of the industry implies the development of specific skills, expertise and building a network of various social contacts in the working environment. Participation in such networks sets the ground for learning to recognise the opportunities and possibilities to create a new enterprise within the already familiar field of work. The previous experience of creating an enterprise in the same or similar network gives to a sense of "knowing what they are doing" to individuals which consequently reduces risks.

The negotiated enterprise

The negotiated enterprise implies that a business is not defined by one person only. It is defined through negotiated relationships with others. Specific ideas or visions of an individual are realised through interaction with others within or around the enterprise, such as investors, customers, partners or employees. Shared values and beliefs of individuals are a prerequisite for an enterprise to create a new reality which results in realising personal dreams through participative action. The new reality sets the ground for new learning and new dreams, which again leads to participatory action, and creates a different new reality. With the changes in reality, roles of the individuals within the enterprise change as well. Participative action results in a

distinctive culture in an enterprise which reflects the views, values, language, and ways of working both of the founder and the employees. All of these influence the relationship with the others who are outside the enterprise such as customers which often identify themselves with the enterprise itself. The identity of the enterprise continues to be formed through the interactions with the external social groups.

The educational application of the model lies in the need for a holistic model of entrepreneurial learning which will support the students in understanding their own learning and development who are in the process moving from teaching about to learning for entrepreneurship (Rae, 2005). In this model, an individual is in the centre of the learning process.

However, knowing “what” and “how” to “do” entrepreneurship, is often not enough to encourage an action, to encourage the first step. What matters is to know “why”.



The “Know Why” model of entrepreneurial learning

Entrepreneurial learning consists of three dimension, which Middleton and Donnellon (2014) define as the knowledge framework for entrepreneurial action shown in Table 3. Taking or persisting in taking an entrepreneurial action consists of an individual’s knowledge, cognition and capabilities to engage in entrepreneurship (Know What), one’s skills and knowledge of ways of how to become an entrepreneur (Know How), and especially of one’s understanding of the reasons to engage and persist in taking entrepreneurial action (Know Why). The Know What and Know How are not enough to encourage entrepreneurial action, and the Know Why is the critical in entrepreneurial learning and education (Rae, 2006).

Table 3 Knowledge framework for entrepreneurial action

Generic	Knowledge about entrepreneurial concepts	Tools and guidelines for entrepreneurial action	Simulation of entrepreneurship
	Knowledge of the activities typical to an entrepreneurial process		
Personal		Immersion in entrepreneurship	Applying own means to entrepreneurial process with belief that achievement is possible
		Demonstration of competency in entrepreneurship	Sense-making of own entrepreneurial competency
	Know What Knowledge of what needs to be done	Know How Knowledge for performing entrepreneurial activities	Know Why Knowledge that sustains personal engagement and legitimises action

Source: Personalizing Entrepreneurial Learning: A Pedagogy for Facilitating the Know Why (Middleton and Donnellon, 2014)

This framework emphasises that there is an important value-based component in doing entrepreneurship which requires self-awareness for why one might choose to become an entrepreneur, unlike other action-based models which are focused on doing the What and the How (Middleton and Donnellon, 2014).

The Know What knowledge is usually generic and can be divided into four subcategories: planning activities, establishing legitimacy, resource combination, and market behaviour (Liao and Welsch, 2008). The Know How and the Know Why make an individual aware of the contextual possibilities that shape what an entrepreneur can, should and will do (Middleton and Donnellon, 2014) and should be adapted to each individual learner. The Know Why is defined as personal logic including both reason and emotions which enable an individual to act entrepreneurially, it provides self-understanding and the decision to do the What and How which is based on understanding that entrepreneurial logic is intuitive and holistic (Johannisson, 1991). The most important question is “What is it in for me?” followed by “Why should I start up or persist in the new venture?”

A pedagogical approach to developing the Know Why in entrepreneurial learning

Years of research in the field of entrepreneurial learning and engaging in entrepreneurial action based on the Know Why approach has shown that Know Why can be facilitated through external influences. The pedagogical approach to the Know How is summarised in the Table 4, and it shows how different methods facilitate personal and social emergence, contextual learning and negotiated experiences which have an impact on entrepreneurial learning centred on the individual comprised by Middleton and Donnellon, (2014).

In this framework, the Design follows a typical entrepreneurial process: opportunity development, design and management of the delivery systems, growth and change. The action is developed through simulations or case studies, then the design creation process itself which is based on choice and selection. The role of the learner is to be engaged and contribute to the knowledge development. All the

Design elements build the foundation for facilitating entrepreneurial learning through the Delivery phase.

Delivery involves going through repetitive cycles of experience, reflection and dialogue, which in turn facilitate personal and social emergence, contextual learning and negotiated experiences which contribute to entrepreneurial learning (Rae, 2005). Delivery requires from the learners to put their knowledge in practice through written assignments, discussions and debates while working in the business. Active participation is essential in order to facilitate dialogue and to bring forward multiple perspectives and to get a hands-on experience in entrepreneurship

Table 4 Pedagogical approach to facilitating knowledge for entrepreneurial action

Design	<i>Generic (Know What and How)</i>	<i>Personal (Know How and Why)</i>
	Recruit and select a diverse set of learners with ambitions to practice entrepreneurship	Facilitating pluralistic perspective, responding to learners with “it depends”
	Design activities which address the planning, establishing legitimacy, resource combination, and market behaviour activities associated with starting s business	Staged individual decision-making at which choice is made about the idea, structure, or engagement of additional stakeholders
	Sequence knowledge distribution and development to follow the common life-cycle of an enterprise (conception, gestation, infancy, adolescence)	Designated time and space for reflection (individual and team), including discussion of stress and frustrations due to the educational and contextual demands
	Repetition of knowledge development in increasingly complex- and context-specific scenarios	Team-based work which facilitates individual contributions to collective work – no one needs to be good at everything
	Interactive (learner-facilitator, peer-to-peer, learner-coach/mentor/advisor) and team-based learning inside or outside of the learning environment	Interactive format which encourages and requires learners to develop and articulate personal reasoning
	Evaluation system based on achievement of learning objective rather than on the result	Evaluation categories which signal that something is “good enough” and intend to recognise a set of competencies, building upon individual’s strengths

<p>Delivery Simulation of starting up a business</p> <p>Required delivery of portfolios of assignments – opportunity identification and evaluation, team framework, technology and market analysis, business planning, financial reporting and investment applications, stakeholder analysis, negotiation, etc.</p> <p>Presentation events: business pitches to internal/external stakeholders, business plans competitions.</p> <p>Planned written/oral feedback on performance</p> <p>Discussions and role-plays</p> <p>Keeping diaries or journals</p>	<p>Engagement in real-life business creation</p> <p>Diversity of content and action facilitates learners acquiring and adapting knowledge that fits their own values and motives; teams delegate different tasks, roles, responsibilities to members</p> <p>Ambiguity of language and format of assignments cause the learner to be creative and guided by their own values and motives and/or to engage in negotiation of assignment format and content.</p> <p>Learners are both required and encouraged to examine, explain, and discuss their own thoughts, feelings and actions in order to develop personalised reasoning for entrepreneurial action.</p> <p>Coaching sessions with facilitators/trainers/mentors involving feedback.</p>
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Source: Adapted from *Personalizing Entrepreneurial Learning: A Pedagogy for Facilitating the Know Why* (Middleton and Donnellon, 2014)

Table 5 Summary of the factors which lead to entrepreneurial learning

Personal characteristics	Personal learning	Learning-by-doing
<ul style="list-style-type: none"> Self-awareness Identity Family background Education Holistic learning 	<ul style="list-style-type: none"> Collective learning Previous experience Network Being in the moment Opportunity identification 	<ul style="list-style-type: none"> Trial and error Reflection The “know why” Taking initiative Creating and re-creating

The Meaning of Entrepreneurial Leadership

Context which enables entrepreneurial learning is the one guided on the principles of entrepreneurial leadership which has developed as a need to respond to the challenges and opportunities in the ongoing digitalisation of society and its workplace (Habib, 2016). As such it brings together entrepreneurial mind-set with the perspectives and insights from various fields such as coaching, system theory, social psychology and creative theories of development.

It requires both entrepreneurial and leader traits of an individual to develop themselves as an entrepreneurial leader and to put it in practice in the organizational environment. The most important traits are presented in the Table 5.

Table 6 Key entrepreneurial and leader traits

The key entrepreneurial traits

- 1) Seeking opportunities,
- 2) Needing to achieve set goals,
- 3) Being independence-minded,
- 4) Taking risks and
- 5) Innovating

The key leader traits

- 1) Drive - including achievement motivation, ambition, energy, tenacity, and initiative
- 2) Leadership motivation
- 3) Honesty and integrity
- 4) Self-confidence
- 5) Cognitive ability
- 6) Knowledge of the business

Source: Fernald, L. W., Solomon, G. T., and Tarabishy, A. (2005)

Entrepreneurship relates with leadership in the context of providing vision to the development of a new product, a service, or an organisation. On the other hand, on the level of entrepreneurial leadership the connection between the entrepreneurship and leadership is based on individual characteristics or behaviours such as vision, problem solving decision-making, risk-taking, and strategic initiatives (Fernald, L. W., Solomon, G. T., and Tarabishy, A. 2005).

Roebuck (2011) defines entrepreneurial leadership as a way of organising a group of people to achieve a common goal using proactive entrepreneurial behaviour by innovating to create and explore opportunities, taking personal responsibility for the changes within the organization, as well as optimising risk. Such approach enables using the creative potential to create for the organisation. According to Habib (2016) Entrepreneurial leadership develop the abilities of employees to self-generate, self-reflect and self-correct in their working environment. It also implies that the leader does not carry a team or a whole organisation on one's back, he or she rather enables the engagement of employees to learn how to carry their own weight on their shoulders to contribute towards a common goal with intrinsic motivation, action, and feeling of ownership for their actions.



Non-formal education

As it has been demonstrated in the previous chapters, times, economics, markets, skills, values and many more are changing, and new challenges are emerging among the young people. Formal education has been showing limitations and very slow changes in regard of learning which would equip young people with competences for their future professions and jobs which are rapidly changing due to the demands of the economies and markets. What formal education lacks in most cases is engaging into practice, and learning by doing. Non-formal learning has emerged as the one providing the learning-by-doing opportunities for young people through creating a learning context and a form which depends on the situation and the desired outcomes of learning (Eshach, 2007). By participating voluntarily in non-formal learning based on their intrinsic motivation, young people explore opportunities to develop competences that they did not develop through their formal education.

EU Youth Strategy promotes non-formal education and youth work as opportunities to increase the participation of youth in the society. It has an important role in responding to youth unemployment through supporting development of the potential, initiative, talents, personal and social responsibility, soft-skills, attitudes and values in young people.

According to the European Youth Forum, non-formal education is understood as an organised educational process which takes place alongside mainstream systems of education and training, and does not usually lead to certification. Participation in the processes is voluntary, and an individual is aware of the learning process. Non-formal education is most frequently organised through learning in groups, interactive, participatory and experiential methodologies (Souto-Otero et al. 2011).

Council of Europe (2012) understands non-formal learning as learning outside of an institutional context (out-of-school). Non-formal education is the key competence of youth work and is mostly structured, based on learning objective, learning time and specific learning support, as well as it is intentional (voluntary). It usually does not

lead to certification, however in many cases certificates are delivered with the goal of a better recognition of the individual learning.

Non-formal learning is a targeted learning process which supports the development of an individual, creativity, talents, initiative and social responsibility. The learning process aims at the development of related knowledge, skills, attitudes, and is supported by various educational values and principles (SALTO-YOUTH and Jugend for Europa, 2012).

Non-formal learning is basically available to everyone, people of different ages, from different personal and professional backgrounds who want to develop their competences, grow their social network or simply invest in a completely new learning experience. Within non-formal learning, youth work is the one focusing on working with the youth aged between 13 and 30 years and covers a wide range of social, cultural or educational activities which include young people of various backgrounds.



Quality Youth Work

What is Youth Work?

Youth work is the one which provides the non-formal learning, and its role is to create a learning context and a form which depends on the situation and the desired outcomes. It is based on voluntary participation of the young people, and their motivation is usually intrinsic since they are free to decide when to engage in the youth work activities. Learning in youth work happens in an adaptable manner since all the pre-planned learning processes can be modified during the learning process (Eshach, 2007).

Youth work is usually seen from two different perspectives. On the one hand is responding to the needs of the society, to make sure that the young people have a chance adapt to society. On the other is responding to the needs of the young people and support them in developing as individuals who are able to act against the social norms of society if the wishes of the young people contradict them. Sometimes these two opposite perspectives create tension in the field of youth work which needs to find a balance between empowering young people to act for the change in the society, and helping them to find their place in the given social situation (Killakoski, 2014).

European Commission sees youth work as providing engagement in the wide variety of personal and social development activities through which young people develop the knowledge, skills and attitudes that are frequently needed in the labour market. Some of those skills include teamwork, communication, leadership, flexibility, responsiveness, creativity, innovation the ability to define problems and come up with solutions for them.

Apart from seeing youth work as providing a learning context for the development of variety of skills in youth, it also plays a key role in reaching out to the young people with fewer opportunities and including them in society. It supports their reintegration,

the establishment of a network with other young people and other stakeholders through individual and group participation. Individual in form of professional orientation, counselling and guidance, and group in form of organising activities in an informal environment such as youth centres, youth clubs or non-governmental organisations. By providing those opportunities and creating a platform for young people to come together and connect with other stakeholders in their communities, youth work supports their development, well-being and social inclusion. It is organised in different settings and facilitated by (youth) organisations and informal groups of young people.

Youth work takes place in various contexts and settings. Most commonly in youth centres, through youth projects, informal youth groups, youth camps, youth organisations and youth movements.

Principles of Youth Work and Outcomes of Quality Youth Work

A common framework for the further development of youth work in the EU (European Commission, 2015) proposes the following outputs and effect for each of the core principles of youth work.

Table 7 Principles and outcomes of youth work

Principle	Outcomes and effects
1) youth work is perceived as attractive	<ul style="list-style-type: none"> ✓ young people participate again in activities, and return to the organisation, centre, programme, activity ✓ young people recommend the organisation, centre, programme or activity to their peers
2) youth work responds to the different needs, interests and experiences of young people as perceived by themselves	<ul style="list-style-type: none"> ✓ the degree to which young people perceive activities as meeting their needs, interests and experiences ✓ young people are informed about other opportunities available to them
3) youth work is inclusive, reaches out to and welcomes all groups of	<ul style="list-style-type: none"> ✓ there is participation of young people from diverse backgrounds ✓ young people develop a sense of belonging to a

young people	<p>community</p> <ul style="list-style-type: none"> ✓ young people develop positive attitudes towards diversity
4) youth work is based on young people's voluntary and active participation, engagement and responsibility	<ul style="list-style-type: none"> ✓ young people's skills and competences are developed through different roles and responsibilities ✓ young people are never forced to participate ✓ young people feel they have an impact on the organisation and activities organised
5) youth work has a holistic perspective	<ul style="list-style-type: none"> ✓ young people develop all three elements of competences: knowledge, skills and attitudes ✓ there are other stakeholders involved in the design, implementation and evaluation of the programme
6) youth work meets young people as capable individuals and resources	<ul style="list-style-type: none"> ✓ young people are assertive and able to deal with complex situations in an appropriate way ✓ young people are able to use their skills and knowledge for the benefit of the whole group
7) youth work enhances young people's rights, personal and social development and autonomy	<ul style="list-style-type: none"> ✓ young people are aware of their rights, and have competences to take action when those are violated ✓ young people are able to establish and maintain positive relationships with a range of people ✓ young people are able to make reasonable decisions and take responsibility for their actions ✓ young people are able to reflect on the world around them
8) youth work is designed, delivered and evaluated together with young people	<ul style="list-style-type: none"> ✓ young people are involved at different stages: selecting, designing, delivering and evaluating activities ✓ young people are able to reflect and analyse their work with appropriate support
9) youth work is based on non-formal and informal learning	<ul style="list-style-type: none"> ✓ the diversity of methods used during all stages of the activities
10) youth work has a visible learning perspective and its activities are designed in accordance to clear learning objectives	<ul style="list-style-type: none"> ✓ young people are aware of what they have learnt ✓ young people are aware of how to apply what they have learnt to different life situations

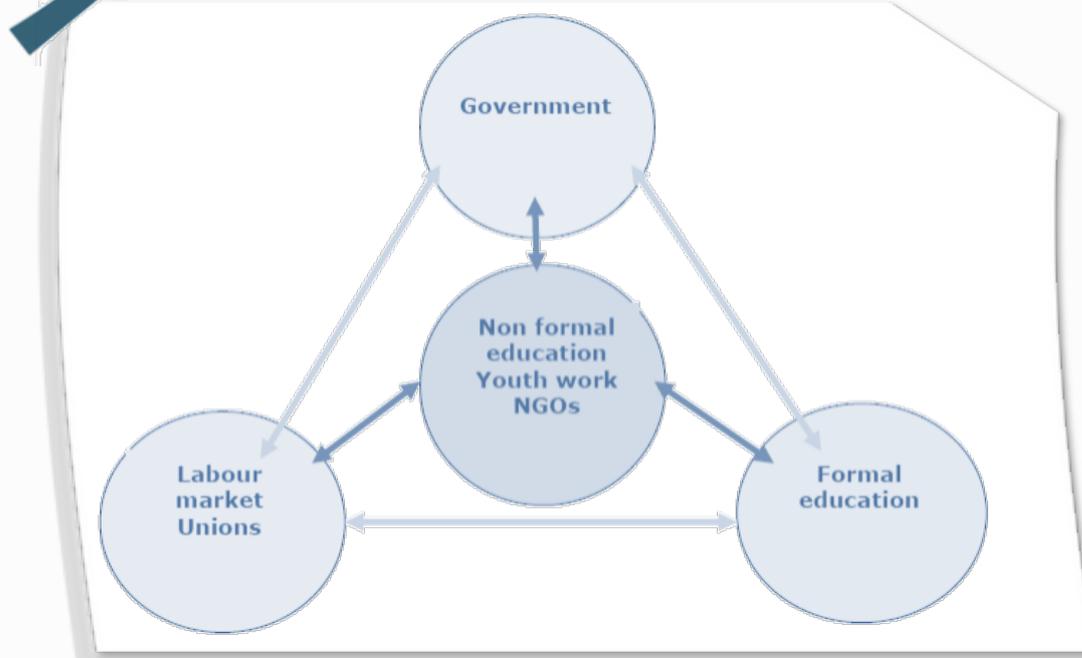
Source: Quality Youth Work: A common framework for the further development of youth work (European Commission, 2015)



Youth Work and Other Stakeholders

Youth work is creating cross-sectoral cooperation by establishing partnerships with different stakeholders in the society, on local, national and international levels. Figure 5 shows the position of non-formal education, youth work and non-governmental organisations acting as mediators between the governmental institution, formal education and the labour market.

Figure 5 Developing partnership between sectors



Source: Quality Youth Work: A common framework for the further development of youth work (European Commission, 2015)

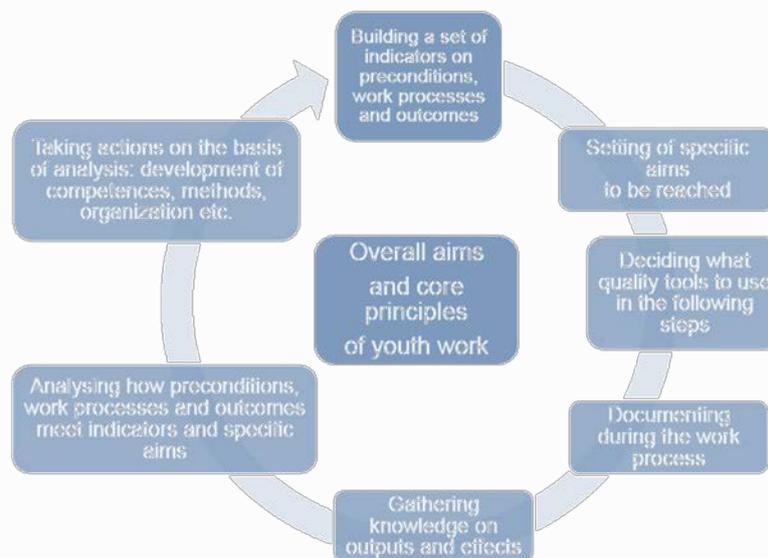
Due to the mutual interdependence of different stakeholders and sectors it is important to include the following stakeholders since they have impact on the quality of the youth work. According to the framework for quality youth work (European Commission, 2015) those stakeholders are as follows: National government have impact through policy, legislation and founding criteria through which they support other stakeholders. Regional/local governments have impact through local policies, funding and other available forms of support. Youth work providers (civil servants, NGOs, etc.) have impact through their way of conducting, managing, supervising and evaluating youth work. Educators, trainers and youth workers at different levels have impact through the quality of education and training they provide.

It's not enough that each of these stakeholders acts independently of the other. Building bridges between is crucial because it encourages the exchange of information between them and supports the development of mutual understanding which creates the common ground for establishment of partnerships which are in service of empowering youth to further their competences, expand their network, gain information of different possibilities which exist on local, national and international levels and support non-formal learning.

Quality System of Implementing Youth Work

To endure the quality of youth work to be and remain on a high level, it is necessary to establish a quality system of organising and implementing youth work so that it corresponds with the desired outcomes. According to the framework for quality youth work (European Commission, 2015), this system is of a cyclical nature and is constructed of different stages shown in Figure 6.

Figure 6 A quality system of youth work



Source: Quality Youth Work: A common framework for the further development of youth work (European Commission, 2015)

Competences of Youth Workers

Youth work is not recognised in many countries as a formal profession, and professionals who work as youth workers have a variety of educational backgrounds. According to the European Youth Forum (2011) young people in non-formal education should be supported by highly skilled and knowledgeable educators and youth workers who need to be able to:

- Engage with and communicate with young people in an open, friendly and a professional way
- Energise and stimulate creative and innovative capacities in young people, and to have a sense of direction
- Enable young people to think critically, to express their desires, to formulate goals, and to commit to their goals
- Have the competence to act as mentors, advisors and role models
- Be familiar with both formal and non-formal educational contexts
- Possess the know-how to make links between informal and formal education and also to business and enterprise

Youth Work and Key Competences

A youth worker also guides and supports young people during the learning process by assisting them in creating a learning plan, reflecting on their learning and assessing their performance. Different learning experiences support the development of different types of competence, including attitudes, skills and knowledge.

Attitudes

The development of attitudes implies changing unproductive ways of thinking through creating a motivating atmosphere in which young people feel safe to open up and change their point of view. Methods which encourage the development of attitudes are simulations, role plays, games, and workshops on various topics.

Skills

The development of skills implies practising different behaviours in different contexts, such as communication, teamwork, leadership or interpersonal relationships. Methods which encourage the development of skills are trainings, youth exchanges and workshops.

Knowledge

The development of knowledge implies providing necessary information, advice and instructions connected to a specific topic. Methods which encourage the development of knowledge are workshops, round tables, seminars, leaflets and brochures.

In non-formal education we are talking about the development of Key Competences which are defined by the Council of the European Union (2018) as competences each individual needs for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship which are developed in a lifelong learning perspective in different contexts – family, school, workplace, social groups, community, etc.

The European Key Competences for Life Long Learning until 2018 included the following eight categories of competences which were expected to be developed through non-formal learning: Communication in the mother tongue, Communication in foreign language, Mathematical competence and basic competence in science and technology, Digital competence, Learning to learn, Social and civic competence, Sense of initiative and entrepreneurship, and Cultural awareness and expression.

In 2018, the Council of the European Union has put forward Recommendations for the “new” Key Competences within the European Reference Framework of Key Competences for Lifelong Learning, and those are:

- 1) Literacy competence
- 2) Multilingual competence
- 3) Mathematical competence and competence in science, technology and engineering

- 4) Digital competence
- 5) Personal, social and learning to learn competence
- 6) Citizenship competence
- 7) Entrepreneurship competence
- 8) Cultural awareness and expression competence



Raising Competences and Recognition of Non-formal Learning

Although non-formal education creates context for young people to develop their soft-skills that often cannot be measured, it does enable reflection, evaluation and recognition of competences developed through youth work. Learners self-reflect on their learning with the support of a youth worker, which they can document in form of a Youthpass certificate. Youthpass is a tool for recognition of learning activities within the Erasmus+ programme and is a part of the European Commission's strategy to foster recognition of non-formal learning.

Youthpass aims at self-reflection of the personal non-formal learning process and its outcomes and at supporting the employability of young people and of youth workers by raising awareness of their competences and documenting them in form of a certificate, as well as it strengthens the recognition of youth work.

According to the Youthpass guidebook, it is beneficial to use it as a tool for recognition of competences acquired within the Erasmus+ programmes because participants of projects:

- Can describe what they have done and learned in a project
- Learn to find appropriate words to describe their competences
- Become aware of the competences they have
- Become more aware of different contexts and ways how people learn
- Can show and explain their competences better to others, e.g. in a job interview or for other projects
- Can make further plans about what they would still like to learn and how
- Have an official confirmation about their participation in a project

Entrepreneurial Learning within Youth Work

Establishing a learning context which is in accordance with the leading principles of youth work is the first step in non-formal learning environments. In order for entrepreneurial learning to be successfully implemented through youth work, it is necessary to start from the needs of the young people who youth work is serving to. Even though employment and self-employment are many times the need of a society, Youth Goals and EU Youth Strategy clearly show that quality employment is one of the top priorities for the young people in the EU. And in this context, youth work supports the young people in developing their employability skills by using the approach of entrepreneurial learning in different contexts.

Despite all the significant differences between entrepreneurial learning and youth work listed in the literature, we believe that the similarities that do exist between entrepreneurial learning and youth work are much stronger than their differences. This is what this guidebook puts focus on – ways of implementing quality entrepreneurial learning through youth work by supporting young people in the development of all the necessary competences for quality employment both as employees and self-employed. Young people are also perceived as individuals who are part of the society which affects them, and they in turn have the capability of creating the impact in it.

One of the existing criticisms about the implementation of entrepreneurial learning through youth work is that youth work cannot provide for the knowledge of which steps to do or how to do them to become self-employed. Youth work usually sets up a learning context for the development of various skills that lead to the development of sense of entrepreneurship and taking initiative in young people either as employees or self-employed. Information on what to do and how to do it, maybe sometimes comes to the young people through formal education or through some other personal or professional connections. For that reason, it is essential that youth work builds connections between different stakeholders. If youth work cannot give the “what” and “how” to the young people, it can facilitate the process of young people learning that from those who have the knowledge or experience in a field.

Since youth work is not an independent part of the system, it co-exists with other sectors, and it creates a platform for different sectors to come together and support the young people in learning or developing what they need for themselves. For that reason, we'll explore some examples of how organisations which implement quality entrepreneurial learning through youth work developed a concept of cross-sectoral cooperation where non-formal environment and youth work was in the role of bringing together different sectors which provided for the information or competences that was out of the reach of youth work.

According to the European Youth Forum (2011) the competences young people gain through non-formal learning in youth organisations are perceived as crucial for developing entrepreneurial skills. Although increasing focus on self-employment as a career option and development of competences, young people need support from different stakeholders and guidance in the entrepreneurial process.

Both youth work and entrepreneurial learning have in common being developmental processes for individuals or groups through the use of methods which are practical and life-related (Ratto-Nielsen, 2015). They also build on experience, social interactions and reactions to help young people develop personally and professionally (du Bois-Reymond, 2003). The role of a learner in both contexts is being proactive, participative and responsible for managing learning according to their personal and professional needs, and they do so through the non-formal experiential learning methods developed according to Kolb's (1984) learning cycle.

One of the eight key competences identified by the European Commission, sense of entrepreneurship and initiative is one of the expected outcomes of non-formal learning methodologies and youth work. It refers to the ability to put ideas into action in the field of employability. It is characterised by a sense of initiative, creativity, independence, and innovation in personal and social life and work. It requires motivation and determination to achieve goals, and as every competence it consists of knowledge, skills and attitudes.

Formal and non-formal education usually focus on knowledge (Know What) and skills (Know How) which are necessary for becoming an entrepreneur, and are

based on expert and experiential learning methods. Many experts in this field say that only those two are not enough, and emphasize that changing or developing an attitude is essential for turning ideas into opportunities concrete action. Entrepreneurial attitude (Know Why) is a deeper cognitive structure and requires a transformative learning by doing approach. Within this guidebook, entrepreneurial learning in youth work will be perceived through the perspective of being a competence-based transformative learning.

Entrepreneurial Learning in Youth Work as Transformative Learning

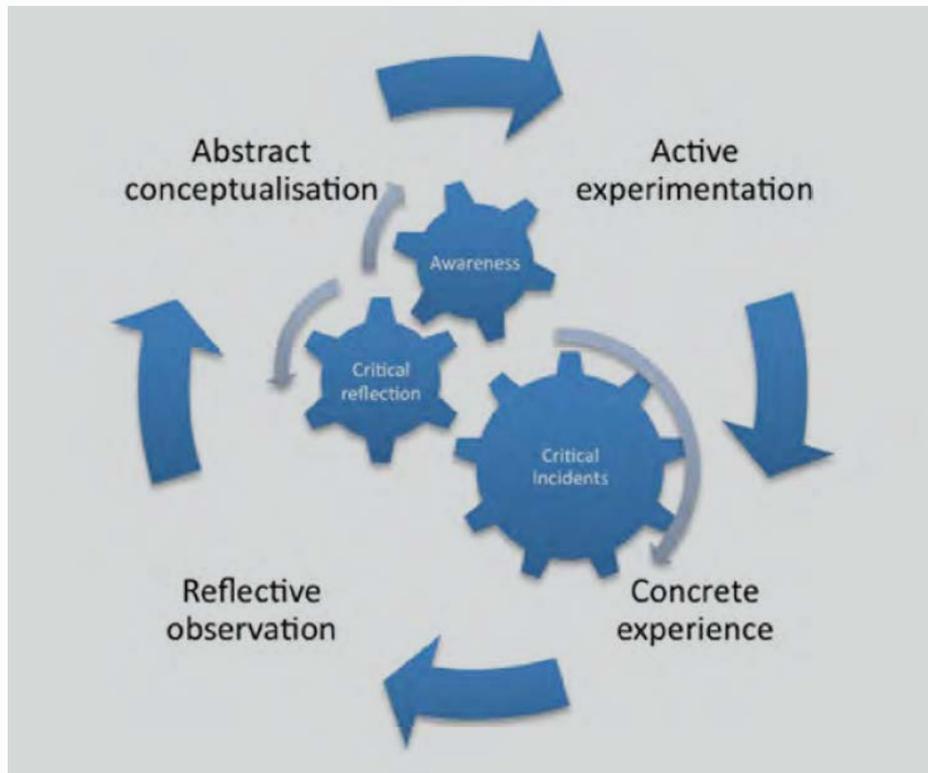
Entrepreneurial learning in its narrow and wide perspectives brings a lot to youth workers because it's not only about learning the steps to get employed or self-employed, or how to take initiative which might lead to better employability prospects. It is also transformative in changing mind-sets towards employability and entrepreneurship with adequate tools (Ratto-Nielsen, 2015).

As it was described before, entrepreneurial learning process has a similar cyclical nature as Kolb's learning circle and is based on the principle of trial and error with support of the facilitator of the learning process. In his work, Ratto-Nielsen (2015) emphasizes the importance of developmental experiences which he merges with the Kolb's cyclical nature of experiential learning. Developmental experiences are the turning points in entrepreneurial learning path that make learners stop and look back to adapt and adjust their learning compasses. The cycle in Figure 7 is a similar representation, however in entrepreneurial learning more emphasis is on observing the dialectical dynamic though different stages (Bratnicki et al, 2012)

In addition to the four stages of the Kolb's (1984) learning cycle, critical incidents, critical reflection and awareness add the transformative component into the entrepreneurial learning, and enable the learner to stop and reflect on the learning experience every step of the way and do developmental interventions. This makes this learning approach neither linear not cyclical but dialectical. Entrepreneurial learning happens in between of the four main stages of the learning cycle in the transitional stages. This learning is crucial since it enables going deeper into

attitudes, beliefs and values and the way certain reality is perceived (Meyer et al., 2010.) It moves from the mind set of seeing obstacles and difficulties to recognising opportunities which emerge.

Figure 7 Kolb's cycle of experiential learning with transformative processes



Source: From non-formal to transformative learning in the EU youth programmes: unleashing the potential of entrepreneurial learning in youth work (Developed by Ratto-Nielsen, (2015), after Gibson, D.G. et al, (2009), Cape, J. and Watts, G. (2000), and Kolb, D.A. (1984))

The competences that develop through entrepreneurial transformative learning process are many times transferable from one field to another, and are not aimed at the development of competences for employment or self-employment through a business creation. Transformative learning environment stimulates creativity, sense of initiative, problem-solving, risk-taking, active participation in the learning process, and originality which are all life-long and life-wide processes



The Learning Approaches to Entrepreneurial Learning

Entrepreneurial learning happens on different levels and develops in different contexts. Ratto-Nielsen (2015) summarized the learning approaches under the Taxonomy of learning approaches to entrepreneurial learning. As shown in Table 8, knowledge and skills related to entrepreneurship develop through formal learning where there is a transfer of knowledge from an expert or an academic level to the learner. The sense of entrepreneurship and initiative as a competence develops through non-formal experiential learning process. And finally, the entrepreneurial attitude or the Know Why develop through transformative learning, or learning by doing, through practice of the knowledge and skills developed through formal and non-formal learning.

The first learning scope in entrepreneurial learning is formal learning through which the knowledge of entrepreneurship develops. It implies a hierarchical approach to transferring the knowledge from an expert to the learner based on the needs of the learner. Content is the main focus of the learning, and is designed according to the needs of the learning organisation. Evaluation of the process happens at the end of the process in order to test the learning in a summative way by comparing it to some standard or expected outcomes. It is limited to specific knowledge and skills, and learning happens on the cognitive level.

The second learning scope is non-formal learning through which sense of entrepreneurship and initiative develops. It implies an experiential learning context which does not have to be a practical hands-on experience, rather experiencing one context at a time. The learning model is constructivist in which learning is constructed through experiential cyclical processes. Role model is horizontal which creates a transactional learning rapport among the educator and the learner, meaning that the content is created through the exchange of knowledge and skills between the educator and the learner. Focus of learning is on the learner and the needs, and it happens in an intentionally created context to fit the individual needs of the learner. Evaluation is both summative and formative – it is ongoing during the

learning process as well as in the end of the process through individuals evaluate their own learning process without comparing it to any expected outcomes.

The third scope is transformative learning through which the entrepreneurial attitude is developed and it implies the change in the mind sets of young people to inspire creating new values aimed at self-development, risk taking, and venture creation. Learning happens by doing through a dialectical dynamic, meaning that it happens in the stages between the main learning steps while an individual steps back and reflects on the learning and makes intervention during the process to apply the new learning into the upcoming learning stages. Transformative learning is idea-minded and the role model is multidimensional, depending on the need. Focus is on the learner and the learning process, and contents are set up only as a frame of reference, meaning that they can change during the learning process. Evaluation is formative and is ongoing during the course of a lifetime as the learning process itself is lifelong and life-wide.



Table 8 Taxonomy of learning approaches to entrepreneurial learning

Entrepreneurial learning feature	Formal learning	Non-formal learning	Transformative learning
<i>Entrepreneurial scope</i>	<i>Entrepreneurship (skills and knowledge)</i>	<i>Sense of entrepreneurship and initiative (competence)</i>	<i>Entrepreneurial attitude</i>
Method	Academic / expert	Experiential	Learning by doing
Dynamics	Linear	Cyclical	Dialectical
Learning rapport	Transmission	Transactional	Transformational
Model	Cognitive	Constructivist	Transformative
Aim	Objective-minded	Needs and objective-minded	Idea-minded
Role model	Hierarchical	Horizontal	Multidimensional
Focus	Content-centred	Learner-centred	Learner and process oriented

Contents	Universal (one size fits all)	Context-related	Frame of reference
Evaluation	Summative	Summative-formative	Formative (lifelong)
Range	Skill/knowledge specific	Lifelong	Lifelong and life-wide

Source: From non-formal to transformative learning in the EU youth programmes: unleashing the potential of entrepreneurial learning in youth work. (Developed by Ratto-Nielsen (2015) after Mezirow, J. (1997), Gibson, D.G. et al. (2009), Lobler, H. (2006) and Bratnicki, M., Froczkiewicz, A, and Koslowski, R. (2012))

How does Entrepreneurial Learning Enrich Youth Work?

Entrepreneurial learning as a transformative learning process provides a holistic approach to creating a learning context which adds value to youth work as a multidimensional learning process focused on the learner and the process of learning. Attention is on all three aspects of competences - knowledge, skills and attitudes, and includes learning by doing, active participation, reflecting on the process and recreating (Novosadova, 2015). As it answers to the needs of young people for self-development in the direction of improving the prospects for their (self-) employment.

Formal learning equips the young people with the expert knowledge and skills related to entrepreneurial learning which are needed for employment or self-employment. Non-formal learning provides the learning context for the development of sense of entrepreneurship and initiative, and as such closes the gap between the competences of young people and the needs of the market. Entrepreneurial learning goes a step further and focuses on the development of the entrepreneurial mind set which is the most challenging to influence or develop, since it requires a deep change on the level of personal beliefs, values and behaviours.

Creative Learning Process and Inputs to Creating Opportunities

As the way of living, working, and being is changing rapidly, new technologies require new ways of learning, and creative learning has become more important than ever before. It has become a necessity to know how to design and develop innovative solutions, and to do so on the spot, in the moment they are happening. Knowledge itself is not enough anymore, and the creative use of it has become more important. Opportunities are no longer waiting around the corner, it has become essential to know how to create them, which requires the development of the creative thinking abilities.

Within the My Lifelong Kindergarten research group, Mitchel Resnick and MIT Media Lab have been developing new activities, technologies and strategies to engage young people in creative thinking experiences which support the development of learning and thinking in a creative way. Their approach is based on four core elements which they call Four P's of Creative Learning (Resnick, 2014) which are based on Constructionist approach to education:

- Projects – actively working on meaningful projects is a great way of generating new ideas, designing prototypes or refining

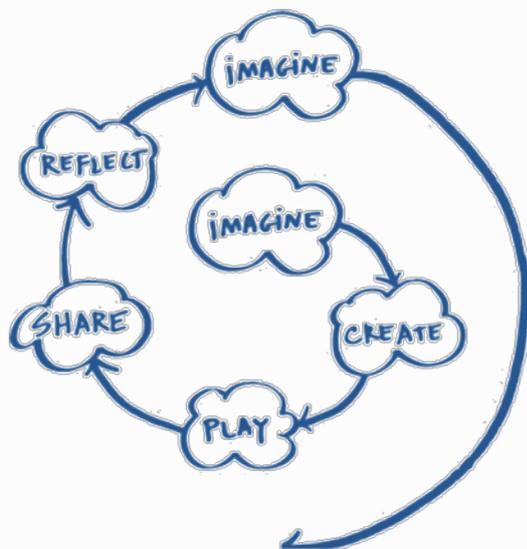


Figure 8 The project development process

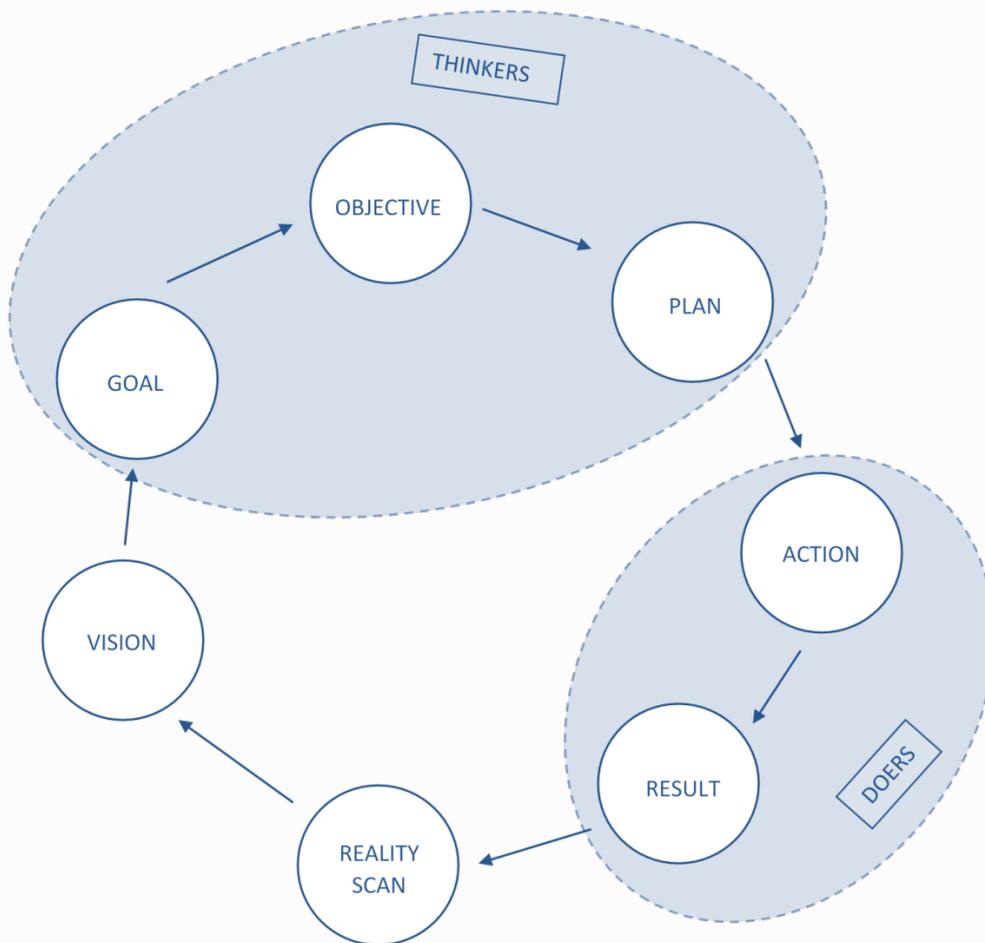
- Peers – learning grows as a social activity with people sharing ideas, collaborating, and building on one another's work
- Passion – working on projects one cares about encourages to work longer and harder, to persist in the times of difficulties and challenges, which results in learning more in the process
- Play – playful experimentation is essential part of learning as it involves trying new things, exploring materials, testing boundaries, taking risks, etc.



Circle of creativity

Going through a creative learning process in form of working on projects, collaborating with peers or colleagues, having a passion for what one works on, and playful experimentation are essential elements of creative transformative entrepreneurial learning since exploration and experimentation leads to creating opportunities or discovering new directions in the process. For any learning to be transformative, it is essential to go through the whole process of creation. The circle of creativity shown in Figure 9 has been used within the Synergy Network of personal development trainings, and it illustrates a cyclical approach to creativity with the steps which lead to transformative and creative learning process.

Figure 9 The circle of creativity



Source: Synergy personal development trainings

The circle of creativity consists of seven steps, and each of the steps responds to the following questions:

- 1) REALITY SCAN – What do I have? Which resources? What is missing?
- 2) VISION – Why do I want to do it? Which values are important for me?
- 3) GOAL – What new do I want to create? What is my aim or desired result?
- 4) OBJECTIVES – What steps are necessary to achieve the goal?
- 5) PLAN – How will I do it? What is the chronological set of physical actions?
- 6) ACTION – Which is the first doable step I need to begin with after which there is no way back?
- 7) RESULT – What was achieved?

After going through all the steps of the circle, new results are achieved, and a new reality is created. As a consequence, new creative process starts.

However, as it is visible in Figure 9 there are two types of learners who usually tend to get stuck on certain steps – thinkers and doers. Thinkers have the tendency to get absorbed into thinking about the goal, objectives and planning, and rarely do reality scan, think about their values and vision, do any action, or produce results. Doers, on the other hand, have the tendency to get absorbed into action and results only without going through the other steps of the process. As a result, both of their realities stay the same.

The role of youth work is to lead the learners through the circle of creativity and set a learning context which will enable them to learn something by doing it themselves. Such learning develops entrepreneurial competences in young people and supports them in their processes creating and re-creating a project, an organisation or a business.



New Technologies and Ways of Learning

Learning is also influenced by new perspectives and digitalisation, which have become more wide-spread over the last few years. New technologies enable learners to understand their needs better, to understand their learning better and it certainly opened the new window for a significant population of people in the world, who, all of the sudden, have a new chance to learn something new in different environment.

New technologies in the last several decades greatly influenced our ways of learning. With computers becoming much cheaper than in the previous decades and more available to general public and schools – it has influenced changes in educational systems in all world. Nowadays, we use computers to learn in different new ways. Here, you will be presented with some examples of how new technologies have influenced the way we learn and experience things.

On-line learning or E-learning

E-learning has become more and more popular in the last few years, as young people and general population started to use mobile phones and computers on everyday basis. E-learning can be defined as the use of electronic devices (computers, tablets, or phones) to deliver educational or training content to learners. The rise of popularity of E-learning was seen when Coursera and similar sites started to appear online, where famous colleges and universities from all over the world offered free courses for participants to attend.

E-learning influenced the way we learn on everyday basis: we do not have to be physically somewhere in order to learn; we can learn at any time; we can create our own pace and besides all – it's more cost-effective and can reach significant amount of people. Generally speaking, e-learning can improve access to education, especially higher educational institutions which are offering full degrees online.

In order to create an online course, youth worker needs to use Learning Management System (LMS), which allows them to host their course and add interactive elements (videos, quizzes, text, memes, etc.). One of the most famous

LMS is called Moodle and is used by universities, schools, non-profits, companies, state governments and different other institutions.

Some of the most famous e-learning sites include:

-  **Coursera** – learning site offering courses (free for audit) from over 100 partners - top universities from over 20 countries, as well as non-university partners - with verified certificates as a paid option, plus specialisations, which group related courses together in a recommended sequence.
-  **FutureLearn** – free online courses from top universities and specialist organisations in various fields
-  **Iversity** – learning platform for higher education and professional development courses
-  **Open Learn** – gives you free access to Open University course materials.
-  **OEDb** – choose from over 10,000 free online classes
-  **Open2study** – Open2Study delivers free, high-quality education online.

Check them out!

Social networks

Social networks have become a way to learn as well. People use Facebook to communicate and find information that are connected with their everyday learning. However, Facebook is not the only social network used for gaining new knowledge and skills. One of the most popular networks is YouTube, where people can find instructional how-to videos, do-it-yourself videos and educational videos by different institutions. The usage of YouTube for informal learning has become more and more popular and there is a special channel YouTube Learning, where educational and instructional videos are made easy to access. Even YouTube itself is seeing the increase in views and value in providing this kind of videos to its viewers. In October 2018, the company decided to invest in content from independent creators, like the Green brothers, as well as traditional news sources and educational organisations to broaden its content offering. Around \$20 million will be invested towards educational content.

This kind of learning allows flexibility for learners, accessibility at any given time, and is free for everyone. Also, by watching short videos complex procedures and demonstrations of specific skills are delivered in small quantities, which enhances knowledge retention.

Some of the most famous YouTube channels include:

- ▶ Kurzgesagt – In a Nutshell: a channel which deals with different topics of our everyday life, with usage of beautiful animations;
- ▶ AsapSCIENCE: on a weekly basis, find out more about various topics from science world;
- ▶ TedEd: a hub of interesting animated videos, as well as speeches from TED events that can be used to grow your knowledge;
- ▶ HowStuffWorks: is a collection of videos aimed at sparking our creativity and explaining the world around us.

Flipped classroom

In the previous years, schools have also been trying to make changes in their ways of teaching and transferring knowledge. Some teachers decided to implement a concept of flipped classroom. This is an instructional strategy, where pupils and children are given lectures and instructions when they are at home, usually online. Instead of having lectures in the school, teachers prepare lectures online, which are viewed by pupils. They are then, during a class, given set of assignments and discussions revolving the video viewed at home. This way of learning has shown to be quite successful for many teachers and pupils. Pupils discuss more during the live lessons with teachers, articulate their views and are more active in general. The advantage itself is also that pupils can re-watch the video as many times they want at home, and it can help them in understanding the content better. If they still have some questions, they can be discussed in school.

Online applications and mobile applications

Learning in the formal or non-formal surrounding is also changing by introducing new technologies. Participants can discuss and share their opinions using different mobile or online applications; they can make brainstorming processes and take

interactive quizzes and polls. Facilitators and teachers can even ask questions and get direct answers via different apps and can give and receive feedback as well. Usage of this tools adds to the active participation and participants can learn more by using them in everyday surrounding.

Some of the most famous applications are:

- ↓ Padlet – tool which is used for getting answers to questions and brainstorming purposes; the tool looks like a whiteboard with squares (post-its) in which participants can write down answers on the questions facilitators provided;
- ↓ Mentimeter – is an application that allows facilitators to collect opinions, views and other information from participants in an interactive and dynamic way; there is an option of creating polls, quizzes, word clouds and opinion boxes;
- ↓ Popplet – is a free online tool that allows facilitators to create mind mapping and brainstorming diagrams;
- ↓ Kahoot – is a tool used to create quizzes through which participants can engage easily – if used correctly, teacher or facilitator can explain various topics through quiz techniques.

Some other inspiration on the tools which can be used, can be found here:

<http://socialna-akademija.si/digitaleducationaltools/>.

Interactive whiteboards

Firstly, there was a blackboard. Then, in 1950's there was a whiteboard. Today, we use interactive whiteboards. The evolution of boards in education correlated with introduction of new technologies (either analogue or digital). Interactive whiteboards are consisted of computer software applications that simulate whiteboards by allowing writing or drawing. You need to have actual whiteboard, however, depending on the settings, visual learning can be interactive and participatory, including writing and manipulating images on the interactive whiteboard. So, learners can move things around the board, write on it and canvas can easily be saved.

New technologies have also significantly influenced entrepreneurship education and everyday business ownership. Usage of web sites, social media and new tools for collaboration are essential. In order to be more productive and make communication between team members easier, different tools are used. Some can include Monday.com for project management purposes, or Slack or Asana for creating a single place for messaging, tools and files — helping everyone save time and collaborate together.

New Methodological Perspectives

Quality entrepreneurial learning within youth work requires multidimensional approach to learning including formal, non-formal and transformative learning methodologies.

This chapter will explore different methodologies which youth workers should put in practice to enable a multidimensional learning context for the young people who want to develop their entrepreneurial competence. Non-formal learning is not always enough to create a holistic learning environment, and youth workers are not always and do not need to be familiar with all the different aspects of entrepreneurship – knowledge, skills and attitudes. In such a context, the role of youth work is to recognise the needs of young people and support them in the process of finding a way how to learn or develop what they need to achieve what they want. This is how youth work and non-formal learning become a platform for cross-sectoral cooperation and involvement of professionals which have expertise in various fields which are of interest to the young people.

Alongside with the types of learning methodologies, examples of good practice will be mentioned as guidance to youth workers of beneficial learning contexts for entrepreneurial learning within youth work.

Formal (expert) learning methodologies

Formal (expert) learning methodologies which support entrepreneurial learning within youth work include mentorships, entrepreneurial labs and conferences or

presentations. Each type of the learning methodology comes with an example of how such methodology has been implemented through youth work.

Mentorship

Mentorship often implies a hierarchical relationship in which a person who is more experienced in a certain field (mentor) guides the learner (mentee) in the learning process with the goal of acquiring competences.

In youth work of the European Level, mentorship is a key component of European Voluntary Service (EVS) and European Solidarity Corps (ECS). In that context mentorship realises through ongoing individualised meetings which are tailored according to the needs of the learner or the learning organisation.

Entrepreneurial labs

Entrepreneurial labs imply gathering young people with an interest into a specific topic, and finding a local entrepreneur who has knowledge in that topic to share his or her experience, knowledge, tips and tricks, and failures with the young people who might be interested into entrepreneurship or any other topic themselves.

Entrepreneurial labs were successfully implemented through the strategic partnership *Build Your Future* in 9 countries, and young people who participated in those events assessed them as extremely valuable. Read more about the concept of this project in the good case practices. Such events can be ongoing or one-time events depending on the needs and interests of young people

Conferences and presentations

Conferences and presentations are usually one-time events that happen in a national or an international context which create a space and time for young people to listen to the speeches of experiences professionals, attend various workshops, get in direct contact with the speakers, or grow their network of contacts.

LEAP Summit is an example of a successful international conference organised to gather young change makers from all over the world to attend presentations of renewed experts in different fields, to participate in workshops, to participate in B2B (business to business) networking, to pitch their business ideas in front of potential

investors to get financial support for it, and to connect with young people from all over the world. LEAP is organised by young people for other young people and it gathers various professionals who make the project happen, as well as it offers an opportunity to young people to volunteer in different departments which make the conference happen, thus creating a learning context for them to improve or develop their competences and entrepreneurial mind set.

Non-formal (experiential) learning methodologies

Non-formal (experiential) learning methodologies which support entrepreneurial learning within youth work include training courses, youth exchanges and coaching. Each type of the learning methodology comes with an example of how such methodology has been implemented through youth work.

Training courses

Training courses are based on non-formal learning methodologies which happen in a certain context, and are designed to meet the needs of the participants. Learning happens through interaction with other participants by going through simulations of real-life situations. Learning is transactional and implies sharing experiences, knowledge and skills among the participants. Variety of non-formal learning methods which are applied through a training course are designed as simulations of real-life situations with the aim to provide experiential learning environment (Ratto-Nielsen, 2015).

Project *E+MOTION – contemporary dance as a tool to train entrepreneurship skills* was implemented by the non-governmental organisation *Spot - Interface Criativo, Associação de Desenvolvimento Cultural* in cooperation with 10 other international organisations and informal groups of young people in Portugal in 2017. Project consisted of 2 project activities in form of 2 training courses. The aim of the project was to improve initiative and entrepreneurship of young people and to support their active participation in the society by becoming creators of their future communities, business and employment opportunities. Project offered experience and practice in

combining techniques and principles from contemporary dance, performance, video-making, individual and team coaching during the learning process with the goal to encourage creation of new projects, new initiatives or businesses. Project was implemented in two stages, through 2 training courses. The first training course focused on practices and the development of new tools and techniques to coach larger teams of young people, and the second training course focused on practices and the development of new tools and techniques to coach young individuals and their small teams in business entrepreneurship, freelance-type and project-based work. Working methods were designed according to the principles of experiential and non-formal learning in a multicultural context. They were chosen and adapted to the content and needs of participants in each of the training courses. Some of the methods were: structured physical exercises, methods and techniques from contemporary dance, sports, movement-theatre, art, individual and team coaching, as well as focusing on the improvement of entrepreneurship skills, dedicating reflection times to monitor and support self-directed and individual learning and to focus on the possible use of the activities in youth work, performance and its creation in rehearsals, individual and team coaching during the process of the creation, facilitated debates and discussions, and final performances in front of the local public.

The participants were equipped with practical ways of how to design, present, guide and evaluate learning processes with dance and movement-based methods for skills improvement, apply coaching techniques and skills. They become confident and willing to work in international teams and find motivation to explore and expand their own learning opportunities.

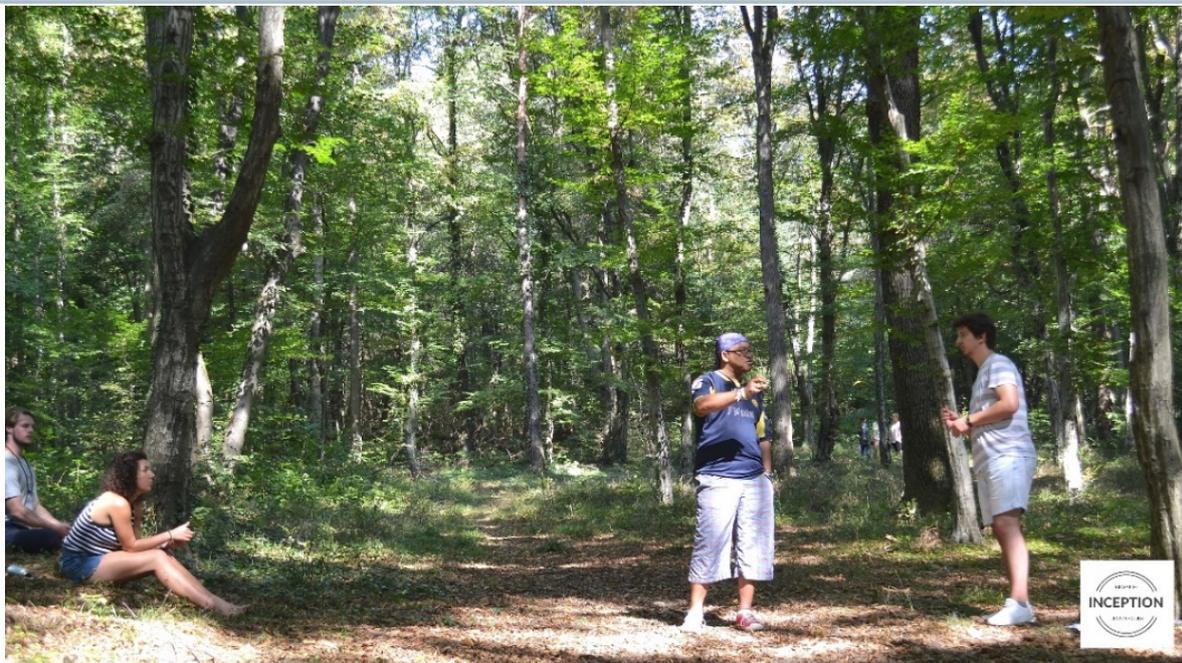
Source: European Commission, Erasmus+ Project Results Platform

Coaching

Coaching in youth work implies that a coachee is the one with the biggest knowledge or information to solve the ongoing challenges through life, while a coach is there to support the coachee to learn about himself or herself (Ratto-Nielsen, 2015). The coach in the role of a facilitator of coachee's learning and finding inner resources to find solutions without interfering into coachee's ideas, beliefs, or having a need to change those. Through the coaching process, the coachee can make a choice

based on new perspectives developed through the process which he or she believe as supporting of their learning objectives.

Inception Training projects which were implemented through 4 training courses in Latvia by *Biedriba ideA* and Slovenia by *Entrepreneurship Movement Club* in partnership with 8 other international partner organisations supported by Erasmus+ KA1 mobility of individuals, empowered youth workers and educators with the solution-focused coaching tools of working with the youth. Techniques learned are for the youth workers and educators to support their work with the young people, as well as to create learning context for the young people to know the tools themselves to be able to solve their ongoing dilemmas independently. The tools support the process of finding inner resources necessary for reaching a solution as well as going through the steps which lead to the desired outcome in the future. Focus is on the potential solution or a goal in future, rather than digging into the source of a problem, and into the past experiences.



twInception training course in Slovenia – Solution walk (coach-client-observers)

Copyright: Marcela Veffl

Youth workers have reported that those tools have been very beneficial for career guidance of the young people, setting goals and dividing them into small steps which can be achieved one at a time, finding desired employment, making a choice

between several available options, as well as strengthening them to take responsibility for their choices.

Source: European Commission, Erasmus+ Project Results Platform

Youth exchanges

Youth exchanges are short-term activities supported by Erasmus+ programme and they allow groups of people from different countries to meet, live with each other and share work for a short period of time usually 5 to 21 days, as well as to experience non-formal learning methods applied to different contexts which are co-created with them. Non-formal learning methods usually include active participation in workshops, exercises, debates, role-plays, simulations, outdoor activities, individual and group activities, reflections, cultural evenings, and many other. According to the Erasmus+ programme, the aims of Youth Exchange programmes include building an atmosphere of understanding and respect for human dignity, tolerance and non-discrimination; promoting mobility of young people in Europe; developing intercultural learning within the youth field; encouraging initiative, enterprise and creativity; and providing non-formal learning context as well as creating innovative opportunities in connection with active citizenship, especially for the young people with fewer opportunities. Youth Exchanges provide an experiential learning context aimed at the development of all eight Key Competences, including sense of entrepreneurship and initiative. Participants' learning experiences are recognized through a Youthpass certificate.

Youth exchange *E(a)ffective communication* was implemented by the non-governmental organisation *Amagi Projects* in cooperation with 5 other international organisations in Spain in 2017. It gathered 30 youngsters interested in learning, sharing and improving their communication skills. During the 7-day programme, participants were working together in a safe environment to express themselves through verbal and non-verbal language.



E(a)ffective communication youth exchange in Spain
Copyright: Àlex Durden

Participants were invited to explore new ways of communicating using different non-formal and experiential learning ways of expression through music, dance, theatre, performance, photography, and many more. The participants developed their own workshops in teams and were mentored by the facilitators during the process of creation, implementation, and evaluation of the team work.

Source: European Commission, Erasmus+ Project Results Platform

Transformative learning (learning by doing) methodologies

Transformative (learning-by-doing) learning methodologies which support entrepreneurial learning within youth work include youth initiatives through the development of projects, organisations or enterprises.

Youth initiatives

According to the European Commission (2013), a youth initiative is a project set up and carried out by young people. It gives them a chance to try out ideas through initiatives and be directly involved in planning and implementation of those projects. Through implementing a youth initiative, young people go through a real-life learning experience and the project's life cycle providing a learning-by-doing context to give life to a social venture and be supported by a coach during the process. The young people go through the developmental process which is the key in developing an entrepreneurial mind set as it will require from them to actively participate, be venture-minded, have a risk-taking attitude, and be willing to explore creative ways of finding solutions in the process of creation and implementation of the initiative.

Youth Bank is a way of involving young people in grant-making within their local communities. It is an Irish initiative of over 20 grant-making committees run by young people. The funding distributed by these decision-making committees supports projects designed and run by young people that address issues and concerns relevant to them and their community. Youth Bank is not only about giving out grants, it is a personal development programme which aims to build young people's self-esteem and confidence, and provide them with an opportunity to learn new skills in leadership, team-work, decision-making, problem-solving, communication, negotiation, report-writing, presentation skills, event management, interview skills, and other.

Source: www.youthbank.org

Examples of successful initiatives which combine all three learning methodologies are presented in the Good case practices.

Learning outcomes of entrepreneurial teaching and learning

Outcomes of quality entrepreneurial learning within youth work should be on three levels: individual, group and social, as well as to focus on all three elements of the entrepreneurial competence – knowledge, skills and attitudes.

Individual level – focus on attitude – transformative learning

Outcomes of entrepreneurial learning on the individual level imply raising awareness of own capabilities, competences, strengths, values, building self-confidence and the mind set of being able to take initiative, to take risks, to start a change which starts from the change on the personal level. It happens through learning by doing and identifying the attitudes which do not correspond with the vision of one's desired present or future situation. By changing the attitudes, awareness of an individual switches from identifying obstacles to recognising and exploring opportunities in entrepreneurship.

Group level – focus on skills – non-formal learning

Outcomes of entrepreneurial learning on the group level imply going through an individual process in a group context, in which other group members cooperate to achieve a goal through which they develop various skills necessary for them to cooperate and co-create with other people in their personal and professional lives. It happens through a common experience in which group members exchange their knowledge, skills, and show certain attitudes which result in having a context where they need to find solutions for the ongoing processes through trial and error approach. It enables the development of creativity, strategic thinking and planning with the available or resources necessary to put ideas into practice.

Social level – focus on knowledge – formal learning

Outcomes of entrepreneurial learning on the social level imply that as a consequence of going through a personal learning and the change in attitudes, as well as developing skills in the group context have an impact on changing the knowledge or the perception of an individual. When an individual who has changed, or developed certain skills and attitudes, participates in the society within one's

personal or professional network, his/her new perspective influences and changes the knowledge and perception of the society in regard of a certain topic. Developed skills and changed attitudes also result in active participation in the society through developing new projects, starting non-governmental organisations or informal learning groups, starting local initiatives, participating in events, conferences, as well as supporting other entrepreneurial ideas and initiatives in the network which is of interest to an individual. This enables an individual to put their competence in practice in real-life situations.



The River of Learning

Introduce the River of learning in the beginning of an activity as a tool for the participants of the activity which will serve for self-reflection in the end of each day or in the end of an activity.

Participants draw a river on a piece of paper and during their reflection times write down or draw the knowledge, skills or attitudes they have acquired or developed during the learning process.

In the end of the activity they have a visual representation of their learning process which can support them in completing their Youthpass certificate.



LEARNING

Entrepreneurial Learning in Youth Work and Career Guidance

As entrepreneurial learning is more about transformation of attitudes and the development of skills which are essential for individual's personal and professional growth, career guidance is one of the important components of in youth work. Some individuals might have all the necessary competences developed and have an entrepreneurial mind, and still not go into the direction of actually becoming entrepreneurs. On the other hand, some might really want to start up their own business, project or an organisation, and lack competences to achieve that and need information or guidelines on how to achieve that. Career guidance or orientation is essential in this process, and in this chapter, we will look into how youth work can support young people in making career choices.

Career guidance is a process of supporting an individual of finding their inner resources for making informed educational and career choices. The process of career guidance and planning can be broken down into four steps, and can be adjusted to the context:

- 1) Inner self-assessment of own values, capabilities and possibilities – directed towards who an individual is, and what is important for them. Can be done in form of creating a vision and a mission statement, defining own values and goals, and self-assessment of competences, interests, strengths, weaknesses, preferred working environments, or professional growth needs.
- 2) External assessment and exploration of opportunities in career – research into the market and possibilities. It includes taking into consideration all the external factors which might influence on career choices – opportunities, or threats: family, education, profession, free time, socio-economic situation, travel distance, etc.
- 3) Making a decision – narrowing down the choices, taking into consideration all factors who influence the decision, identification of potential working places, personal self-assessment in relationship to those potential work places, identification of alternatives, creating a short-term and long-term plan of personal development.

- 4) Action – defining the steps which will lead to the goal including all the available and necessary resources to get there. Developing an action plan and a to-do list with all the necessary steps. Doing the first step.

Focus in youth work is on the young person or the learner, and the role of the youth worker is to support the process by empowering the young person to find their own options, potential solutions and to make a choice themselves. The most important part is for a young person to identify their own resources and strengths and to find their own solutions, reach a desired goal and create a new reality for themselves in which they have achieved the goal, found a job, or started a business.

One of the possible methodologies of working with young people in an entrepreneurial way is based on solution-focused coaching which was developed by Steve de Shazer and Kym Insoo, and has been implemented through Inception Training projects supported by Erasmus+ to empower educators and youth workers working with NEET youngster (not in education, employment or training).

The two tools which are based on the solution-focused approach, empower young people to find their own solutions in regard of their career choices are Dilemma Questions and Solution walk. Both methods include coaching and body movement as ways of finding a desired solution or defining concrete steps to reach a set goal. These tools can also be adapted to other contexts and choices in life of a young person which a youth worker can use.

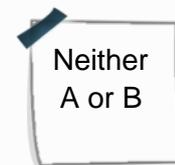
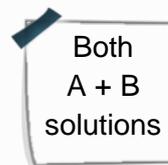




Dilemma Questions

When an individual has to choose between more options, and to find an answer or a solution to a question, a youth worker can guide them through the process of finding the right solution for themselves by using the technique Dilemma Questions.

- 1) Youth worker asks the youngster about his/her dilemma which should be very specific and the youngster should see the dilemma very clearly.
- 2) Youngster writes down each of the possibilities on separate pieces of paper and youth worker asks him/her to describe each of the solutions as detailed as possible.



- 3) Youngster places each of the papers with potential solutions on the floor around the room.
- 4) The youth worker leads the youngster to step on each of the solutions and to visualise, foresee, imagine, feel or draw how the reality would look like if he/she chose each of the possibilities
- 5) After experiencing every of the possible solutions, youngster makes a decision if he/she has one

This exercise can be done in different ways as well – through speaking and body movement, body movement and focusing on feeling the changes in the body without speaking, or through artistic expression of each of the potential solutions. Youth worker's role is very much minimalistic and the focus is on what the youngster perceives as important or beneficial for him/her or as a preferred career choice.



Solution walk

When a youngster chooses the desired solution, or sets a goal for himself/herself, a youth worker can support him/her by using solution walk as a tool for defining the concrete steps which are necessary to be made in order to reach the set goal. The better the youngster visualises, imagines and creates the reality for each step, the stronger impact it has.

This process requires a space for movement, and papers and pens if necessary for writing down or drawing each of the needed steps. The process is basically a scale from 1 to 10 which can be imaginary or drawn on a paper. The guidelines for the youth worker:

- 1) The youngster defines the topic of his/her solution walk
- 2) The youngster finds a place for his walking scale, and the youth worker asks:
Where is 1 on your scale?
Where is 10 on your scale?
- 3) The youngster walks around and physically moves on his/her imaginary scale to feel the scale by moving
- 4) Youth worker asks how high he/she wants to get on the scale, and invites the youngster to explore his/her goal by stepping on the spot he/she wants to reach, and might ask some of the following questions:
Now that you have reached your goal, what capabilities and resources do you notice about yourself?
What do you do differently now? What else?
What do other notice about you?
- 5) Youth worker invites the youngster to step out of the scale to observe it from a different perspective, and asks the youngster:
Where are you on the scale right now?
- 6) Youth worker invites the youngster to step on his/her actual position on the scale, and asks the youngster:
Looking back at the distance you have already walked to the current step what have you learned so far?
What are you especially proud of until now? How did you manage to do that and what helped you?

- 7) Youth worker invites the youngster to step on the next step on the scale into the future and asks the youngster when he/she takes the step:
What difference do you start to notice being one step further?
What resources do you have now, that you did not have before?
How do you act or think differently now?
What else do you notice about being at this point?
- 8) Youth worker invites the youngster to explore the further points on the scale step by step, and can ask:
What points on the scale might be interesting for you to explore next?
- 9) Youngster steps on further points, and youth worker might ask:
What differences do you notice now? What are you doing differently?
What do other people around you notice?
What have you discovered about yourself by this point on the scale?
- 10) Youth worker and youngster move up the scale as far as the client wants to explore.
- 11) If any of the steps on the main scale seems too difficult to achieve, the youngster can step out of the main scale, and create a new solution walk only for one particular step of the main solution walk. Once they find the solution to the particular step, they step into the main scale and continue the walk towards the desired goal

This tool can also be changed and adapted to the context and the needs of the youngster. The youngster can write down or draw each of the steps on separate pieces of paper and place them on the floor as they are exploring points on the scale which are bringing them closer to their goal. Youth worker's role is very much minimalistic and the focus is on the goal and steps that youngster perceives as important.

New Contributions to Entrepreneurial Learning

Entrepreneurial learning has made a significant impact on many aspects of the lives of young people in EU. As it is based on the ability to recognise and explore opportunities, it has manifested in young people recognising opportunities in various entrepreneurial fields, developing the necessary competences, and taking initiatives through the creation of short-term and long-term projects and enterprises. Through active participation in their surroundings, young people have turned problems and needs into opportunities. In this context, we will look into contributions of youth work and non-formal education to entrepreneurial learning, and how these two approaches combined contribute to the empowerment of the young people to develop entrepreneurial mind set to find a path for themselves either through quality employment or self-employment.

In good case practices, we will take a look into examples of how entrepreneurial learning and youth work together contribute to social, ethical, green, and female entrepreneurship through the perspective of public or corporate initiatives to promote entrepreneurial learning. Those directions in entrepreneurship have emerged with the development of “new” economics and the “new” perception of entrepreneurship which opened up a wide range of opportunities for young people to put their values, competences and experiences into practice, and become the agents of change for themselves and their communities.

Cooperation through youth work and various non-formal learning opportunities supported by the European Union have also resulted in increased multicultural and international learning among the young people and in established joint ventures involving individuals from different countries. Projects and partnerships through Erasmus+ comprise of international teams who create, implement, and evaluate projects which foster multicultural learning, understanding, and promote diversity, tolerance and cooperation.

All of these topics overlap and will be further explored through good case practices in the following chapter.

Good case practices

This chapter brings some of the good case practices of organisations, international strategic partnerships, national educational programmes, European Voluntary Service (EVS) projects, and the programme Erasmus for Young Entrepreneurs. All of them are examples of successful implementation of all three learning approaches (formal, non-formal and transformative) to entrepreneurial learning within the scope of youth work.

Olde Vechte Foundation

Olde Vechte Foundation is an organisation in the Netherlands which is driven by the vision of creating a learning environment out of love, care and cooperation for everyone, especially for the people whose needs are not met through formal learning methods. Foundation applies modern non-formal learning approaches which include kinaesthetic, auditory and visual senses, with the goal of full active participation in learning by experiencing.

Olde Vechte Foundation is a good case practice of transformative learning practices in youth work since it applies a variety of methodologies and approaches on various levels – formal, non-formal and transformative, as well as local, national and international. It organises and implements a range of educational projects, realises Trainings, Youth Exchanges and EVS project through Erasmus+, and facilitates non-formal education in form of indoor and outdoor experiences in cooperation with other organisations and schools from the Netherlands.

What is important to emphasize is the systemic approach to learning which is implemented all the activities. The Foundation creates space for the learners to participate in educational programmes, as well as it offers a possibility for those participants to return to the organisation and be in service as a part of the team in educational programmes they went through before to support the learning process of the “new” participants. This enables learning by doing from a different perspective, and creates a space for the development of competences which support the learning of others by holding space and being in service to the learning process. As a result, many returnees (training participants or EVS volunteers) implement their own

initiatives and projects, and get a real hands-on experience through the support of the staff in the Foundation during their learning process. Support staff includes experienced youth workers, project managers, facilitators, trainers and mentors. Coaching is the main methodology staff uses to support young people in the learning processes.

One of the most interesting personal development trainings offered by Olde Vechte is Event Wise. It is delivered as a dynamic training that equips young people with tools and techniques that increase their abilities to achieve personal and professional success while enjoying life. The training empowers young people to challenge their own resourcefulness and the ability to create desired results which have a positive impact on self-confidence. It supports them in standing up for themselves with integrity in a social context and increasing their abilities to deal with demanding situations. It enables young people to take complete control over their lives, and to be able to choose how to reach to what happens and how to navigate the change for their benefit.

Source: www.oldevechte.com

#publicentrepreneurialelearning #learningbydoing #personaldevelopment
#multiculturalism #internationalism

Build Your Future

The *Build Your Future* strategic partnership was coordinated by the non-governmental organisation *The International Academy Berlin for Innovative Pedagogy, Psychology and Economics gGmbH (INA)* from Germany. Project was designed and implemented with the aim to promote practical entrepreneurial experiences for young people with fewer opportunities in 9 partner countries: Germany, Croatia, Ireland, Italy, Romania, Slovakia, Spain and the UK. The objectives were to equip young people with the knowledge, skills and attitudes necessary to develop their entrepreneurial mind-set, strengthen employability skills to be better prepared for the employment, self-employment or further education; to put focus on social entrepreneurship as a way of making a change in the local community; and to foster cooperation between the civil society, policy stakeholders and local businesses which would support local entrepreneurship.



*Build Your Future Final Conference in Berlin
Copyright Marcela Velfl*

The project consisted of following steps:

- Research was conducted in local communities to establish the needs of local youth
- There were 20 youth workers who participated in a training for trainers to learn about the ways of supporting and mentoring young people during the whole project
- 160 people were selected on the local levels in partner countries to participate in the two-year programme
- Participants went through 5 modules of Entrepreneurship Education Courses through which included practical exercises connected to:
 - personal passions, the concept of (social)entrepreneurship, and the role of entrepreneurs in society and communities
 - idea development through mind and street mapping, community based needs and recognising gaps in the market;
 - marketing through doing market research, SWOT analysis, establishing a marketing strategy and using the Business Model Canvas

- operations, resources and testing through looking for resources, creating a communication strategy, prototyping, pitching and delegation
- impact through assessing and overcoming risks, financial literacy, writing a business plans, sustaining and scaling a business
- Representatives of partner organisations participated in international events – a training course, a youth exchange, and a final conference
- There were Entrepreneurship Labs organised in each partner country – local entrepreneurs were invited to share their knowledge and experiences of running a business with the participants of the programme
- Many project ideas were developed into projects and business ideas, and 3 were rewarded with start-up grants
- Multiplier events were organised in each partner organisations to share the project results in the local communities

There were many different professionals involved in the implementation of the project – members of organisations, youth workers, non-formal and formal educators, entrepreneurs in different fields, mentors, trainers and representatives of local communities. Involvement of professionals from different sectors contributed to the quality of the implementation of the project, and sets an amazing example of entrepreneurial learning in practice which supported the development of knowledge, skills and attitudes of the (potential) young entrepreneurs.

Source: European Commission, Erasmus+ Project Results Platform

#socialentrepreneurship #femaleentrepreneurship #entrepreneuriallearning
#learningbydoing #internationalism #multiculturalism #youthwork #nonformallearning

Spring School of Entrepreneurship

An example of a long-term entrepreneurial learning programme within youth work on the national level is *Spring School of Entrepreneurship* which has been implemented by Forum for Freedom in Education (FFE) in Croatia since 2013.

Target group of the programme have been young people between 18 and 30 years old from economically deprived regions of Croatia. The duration of the one whole programme is 6 months and it consists of three phases:

- 1) Educational programme in duration of 5 days
- 2) Local workshops organised by the participants after the educational programme
- 3) Support and mentoring during the project writing

In the first phase of the programme, young people went through the process of entrepreneurial learning as the knowledge of entrepreneurship, as well as developing the sense or the skills of entrepreneurship and initiative. The programme covers both increasing employability competences as well as increasing self-employment prospects and competences.

To learn the Know What of entrepreneurship, participants:

- do SWOT analysis and write a business plan or a project proposal
- visit the Croatian Employment Service which is one of the main partners providing connections between the target group and potential employers where they got information about self-employment opportunities supported by the funds of the EU
- visit a local business to have an opportunity to get a first-hand information about being an entrepreneur from the ones who already are, and who have already set up their businesses

To learn the Know How of entrepreneurial competence as the sense of entrepreneurship and initiative, participants:

- do a self-assessment in terms of their strengths, possibilities, fears and desired
- practice their individual and group communications skills
- go through a simulation of a job interview and get feedback on their performance
- go through an inspirational interview
- complete team challenges and raise awareness of their team roles
- work on their own project ideas – objectives, activities and budget

To learn the Know Why or the entrepreneurial attitude, participants:

- engage in learning by doing and organised workshops in their communities to spread the knowledge they had learnt
- write their own project or business plans for self-employment with support of the mentor in the programme

Around 20 experts participated in the implementation of this programme, including psychologists, communication experts, youth workers, project managers, professionals for career guidance and counselling, entrepreneurs and representatives of civil society organisations.



*Spring School of Entrepreneurship, Stubičke toplice, Croatia
Copyright Marcela Veffl*

The programme has been carried out in partnership with a number of partners, including local Croatian Employment Service offices, business incubators in Zagreb, Rijeka, Varaždin, Zadar and Osijek, civil society organisations, co-working spaces and local entrepreneurs.

Source: European Commission: Taking the future into their own hands – Case study

#entrepreneuriallearning #socialentrepreneurship #public #corporate #youthwork
#learningbydoing

Living and Teaching Permaculture

The European Voluntary Service project *Living and Teaching Permaculture* was a 7-months volunteering project coordinated by a non-governmental organisation *Boodaville* from Spain. It provided an opportunity for two volunteers to learn ethical and ecological design while living in a small community in a rural environmental education centre. During the project, volunteers contributed to the long-term design of the ecovillage project and were involved in organising and facilitating permaculture courses through non-formal learning methods.

The objectives of the project were for volunteers to learn to design their lives in an ethical way, based on the knowledge of permaculture and ecology; to learn techniques to promote group cohesion and skills to be able to offer successful educational courses; and to gain practical skills related to applying permaculture design and developing a small ecological farm. As a result of this project, volunteers improved the levels of their competences, enhanced their entrepreneurial capacity, experienced intercultural and environmental learning opportunities, and facilitated educational programmes in the local community strengthening the intercultural dialogue and inclusion of young people with fewer opportunities living in rural areas.

Source: European Commission, Erasmus+ Project Results Platform

#ethicalentrepreneurship #greenentrepreneurship #entrepreneuriallearning
#multiculturalism #interculturalism

iHIGHER

The European Voluntary Service project *iHIGHER – Volunteering for youth participation and employability* is a 12-months volunteering project coordinated by *Smokinya Foundation* from Bulgaria in partnership with two international organisations. The objective of iHIGHER is to empower young people with fewer opportunities to take full accountability of their own actions, learning and development; to encourage a sense of initiative, entrepreneurship and creativity so that they develop skills and achieve objectives; to turn ideas into action that would lead to a better self-expression, inclusion and awareness of what needs to be done in the immediate surroundings. This project promotes learning-by-doing approach,

empowerment and coaching methodology, which means that volunteers will contribute to mutual learning and the development of Smokinya Foundation through which they will gain a broader perspective of the local NGO sector, and will learn from various sources. The volunteers are creators of their own learning and success, and are expected to increase their self-confidence, leadership skills, employability, and gain experience in youth work.

Source: European Commission, Erasmus+ Project Results Platform

#public #employability #entrepreneuriallearning #learningbydoing #multiculturalism
#interculturalism

Women in Europe

“Project *Women in Europe – New Fields of Employment in rural areas* was an Erasmus+ strategic partnership in Key Action for Cooperation for innovation and the exchange of good practices. It was coordinated by *Sociedad para el Desarrollo de la Provincial de Burgos* from Spain and it was implemented in partnership with 7 organisations from 6 countries.

Due to many problems in rural areas, women are facing invisibility in their work places, lack infrastructure to balance their work and family life, and face serious difficulties in accessing the labour market.

The general objective of project Women in Europe was to offer new opportunities and innovative instruments to adult women living in rural areas for improving their qualifications and integration into the labour market through entrepreneurship activities. Within the framework of this project following objectives were reached: rural women increased levels of employability through acquisition of new competencies; participated in training about autonomy, adaptability, sense of responsibility, communication, etc.; developed their entrepreneurial capacity through non-formal learning; increased self-confidence in an individual and collective way; participated actively in consultation processes, and in the design and implementation of innovative tools addressed to the needs of female population; received professional and individual counselling and tutoring for running their own business; learned of how to reach optimal exploitation of existing social resources in the rural

areas to make the leap into self-employment; and created bridges between local public and private stakeholders.

In conclusion, this project gave women in rural areas an opportunity to acquire and develop competencies needed for their employability, either as employees or self-employed, and for their personal fulfilment through entrepreneurial learning in non-formal education.

Source: European Commission, Erasmus+ Project Results Platform

#femaleentrepreneurship #entrepreneuriallearning #rural #internationalism
#multiculturalism #youthwork #nonformallearning

Erasmus for Young Entrepreneurs

Erasmus for Young Entrepreneurs is a programme by the European Commission and helps to provide young entrepreneurs with the skills necessary to start and or successfully run a small business or an organisation in Europe. It provides young people with the opportunity to learn, to develop their competences, to be immersed into an international and intercultural environment, to change their attitudes, and to get a hands-on experience of working in a business or an organisation which is already successful in a field a young person would like to start up a business or an organisation on their own. Potential or new entrepreneurs have the opportunity to gather and exchange practices with experienced entrepreneurs or leaders of organisations with whom they stay and collaborate for a period of 1 to 6 months. According to the framework of the programme, both a new or potential entrepreneur/organisation leader and the host entrepreneur/organisation have benefits from this programme.

Potential or new entrepreneurs or leaders of organisations benefit from on-the-job training in a small or a medium-sized enterprise or an organisation in another country. This gives them the opportunity to expand their network of contacts, establish international collaboration and explore potential collaboration with partners abroad. The benefit is also in learning the know-how or seeing it from a different perspective which in turn has an impact on the entrepreneurial mind-set and points

in the direction of what else should be developed, explored or changed to build a successful enterprise or an organisation.

Benefits for the host entrepreneur or the leader of an organisation is the influx of fresh ideas from a motivated individual who might have specialised competences in the field that the host has not mastered and would complement each other. It is a win-win collaboration which opens up the door to exchange of good case practices on an international level, and it creates contexts for transformative entrepreneurial learning.

#entrepreneuriallearning #internationalism #multiculturalism #corporate #public
#femaleentrepreneurship #youthwork #nonformallearning #learningbydoing



Final words

Youth work and non-formal learning play an important role in developing creative and innovative potential of young people, including their entrepreneurial skills and attitudes. It holds a great power and responsibility in the process of the change of perspective in young people from focusing on the obstacles, problems or disadvantages to searching for and creating opportunities to develop an idea into a project, a business, an organisation, or simply to find a job that gives them satisfaction, motivation, self-esteem and generates a sustainable income.

The truth is that there are also many challenges in the process of incorporating entrepreneurial learning in youth work since entrepreneurship itself has not been perceived as very attractive to youth workers. That is so due to the fact that entrepreneurship in many cases emphasizes competition over cooperation, short-term rather than long-term benefits, and puts focus on private over communal gains. And yes, this is true in many cases.

However, for us as youth workers, all of these opinions, perspectives, or judgements in regard of entrepreneurship are not relevant at all. We are here in the service to the young people and their needs. We cannot choose for them, or influence them by our opinions on how “good” or “bad” entrepreneurship or a different career choice might be for them or their community. We serve for them in an empowering way, for them to become independent, to grow and develop in what they need to be to achieve success in life. Either way they choose is good for them. And eventually it will lead them to where they need to be.

Youth workers are like gardeners, tending a garden, where everything grows at its own pace. And something will grow even if we do not do much. Just being there and seeing how everything is developing according to its own plan, which is outside of our control, is enough. This Guidebook is “food” for that garden, to support youth workers in working with young people, and to support their growth according to their individual pace and needs, as long as it takes, any way it develops.

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