Taking the future into their own hands

Youth work and entrepreneurial learning

Final report

Youth

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Taking the future into their own hands — Youth work and entrepreneurial learning
The EU and its Member States have been promoting entrepreneurial competences among young people as a pathway to taking an active part in society. The role of youth work in fostering entrepreneurial learning has been underexposed up until today. This report and its annexes present the findings of a major study mapping, describing and analysing the contribution that youth work makes to supporting young people in achieving competences that will help them to fulfil personal aspirations and become active citizens in Europe. The study is based on an extensive collection of data about youth work and entrepreneurial learning in all EU Member States, summarised in 28 country reports, an inventory of 114 good practices and 12 case study reports. It confirms that youth work has an important contribution to make, but that improvements should be made in respect to the policy framework, as well as concerning partnerships at national, regional and local level. The report delivers concrete recommendations for policymakers, as well as for the formal education sector and for youth work organisations, on how to increase the impact of young people's entrepreneurial learning.

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European Commission

Taking the future into their own hands

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Final report

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CONTENTS

1. INTRODUCTION

Tine Andersen and Karsten Frøhlich Hougaard

This report looks into how youth work can contribute to the well-being and prosperity of society through an enhanced focus on entrepreneurial learning, fostering empowerment and initiative in young people. It summarises the main findings of a study launched by the European Commission with the overall purpose to explore how youth work and non-formal learning may complement initiatives undertaken in other sectors such as formal education and training, enterprises and employment.

The study was commissioned by the European Commission and has been carried out by a consortium consisting of the Danish Technological Institute (DTI, DK), The Young Foundation (UK), Plataforma para a Educação do Empreendedorismo em Portugal (PEEP, PT) and 3s Unternehmensberatung GmbH (AT).

1.1. Context

Young people are the key to the future of Europe and represent a huge potential for innovation in the labour market leading to an improvement in Europe's competitiveness and, thus, economic recovery. It is in the young generation that we find the 'digital natives' (Arnkil R., 2015), who approach digital technologies without deference, and who have a keen sense for the new opportunities provided by these technologies.

At the same time, there is ample evidence of severe challenges preventing society from fully profiting from this potential. In spite of (slow) economic growth, youth unemployment remains high throughout most of Europe. According to Eurostat (2015), 6.5 million young Europeans were unemployed in 2008 before the impact of the economic crisis. This number increased by more than 40 % in the following years and hit a high in 2013 at 9.3 million unemployed youth. However, youth unemployment was and is still (2015) very unevenly distributed across Europe, ranging from 7.2 % in Germany to 49.8 % in Greece, with an EU-28 average of 20.3 %. Long-term youth unemployment across the EU-28 was 5.9 % in 2015, but there is a large variation behind this figure, from 1.2 % in Sweden to 26.6 % in Greece [1]. At the macroeconomic level, long-term youth unemployment results in a loss of production and skill depreciation, as well as a lack of consumer demand and consumer confidence, and this in turn affects growth negatively. In addition to the associated loss of gross domestic product (GDP), there is a fiscal cost of youth unemployment due to increased welfare payments and loss of tax revenues.

At the same time, the share of young people who are neither in employment, nor in education and training (NEETs) has only fallen marginally since the crisis in 2008-2009. In 2015, 10.6 % of young people aged 15-29 were NEETs, compared to 11.1 % in 2008 [1]. According to estimates by Eurofound, the direct macroeconomic cost of the

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[1] Eurostat data, 2015, EU dashboard youth strategy, http://ec.europa.eu/eurostat/web/youth/data/eu-dashboard

NEET population in Europe amounted to more than EUR 150 billion in 2011, or roughly 1.2 % of European GDP.

These developments raise concerns about the implications of growing disaffection and disengagement amongst NEETs (Eurofound, 2012), who find themselves detached from the social interactions taking place in the labour market or in education and training institutions. Some argue that these young people risk losing faith, making it even harder to (re-)enter education or the labour market. The growing alienation and frustration are amplified by the prospects of an insecure future and increased mistrust in public institutions (Pantea, Diroescu, & Podlasek-Ziegler, 2014).

Promoting youth entrepreneurship is one response to the challenges portrayed above. The policy rationale for attaching high hopes to such efforts is that if young people can be empowered to take charge of their own lives and careers, and if they can change their attitude towards initiative and learn how to seize opportunities, this will contribute greatly towards improving the overall situation in the European labour markets (Curth, 2015). Enhancing such attributes in young people increases the likelihood of them breaking out of their existence outside the labour market, education and training. Furthermore, if young people acquire these attributes, research indicates that they may stand a better chance of successful participation in society as active citizens and manage their lives in an increasingly complex world.

Consequently, the European Union and national governments have launched considerable efforts to pursue the objective of promoting entrepreneurship among young people, and initiatives to boost youth entrepreneurship are given a significant role in supporting the main goals of the Europe 2020 strategy for growths and jobs (European Commission, 2010). However, these initiatives have mainly focused on strengthening the capacity of formal education systems to provide pupils and students with entrepreneurial and innovative skills, attitudes and values (Curth, 2015). There is a growing realisation that entrepreneurial attitudes and values are often achieved outside the formal education system through youth work (including self-organised projects by young people). In addition, young people who do not participate in formal education are not able to profit from the programmes to strengthen entrepreneurship education. Hence, efforts are currently directed at a better understanding of the entrepreneurial learning that takes place in non-formal and informal settings and identifying ways and methods to strengthen the impact of this learning on young peoples' abilities to shape their own lives and careers.

In particular, the idea of stimulating the innovative capabilities of disadvantaged young people and NEETs signals a shift in the perception of this group, from a 'passive' target group in need of external help to overcome challenges, to a group that has the resources needed to shape their own fate (Eurofound, 2012, 2015).

In this sense, youth work presents itself as a promising opportunity for combining traditional approaches to the promotion of innovation and entrepreneurship with work targeting disadvantaged groups of young people and aiming at social activation and inclusion. In other words, youth work appears to offer untapped potentials for developing the resources of NEETs through activities conducted by youth workers in a supportive setting (Arnkil R., 2015).

1.2. Terminology

Researching the topics involved in responding to the study objectives, we found that the field is fraught with terminological confusion, and that the scope for ambiguity and misunderstandings is ample. We have therefore found it pertinent to include a glossary of key terms. The glossary is presented in Box 1.1-1 together with comments on and explanations of the definitions.

Box 1.1-1: Glossary of key terms

Term	Definition, explanation, sources
Young people	**Persons in the age range 15-30**
Comment: The EU youth strategy does not include an official definition of the specific period in life when a person is considered to be 'young'. The understanding of which age groups are considered to be 'young people' varies from one Member State to another, and from one period in time and one socioeconomic context to the other. As an instrument for implementing the EU youth strategy, the Erasmus+ programme targets young people between 13 and 30. The dashboard of EU youth indicators (Eurostat, n.d.) operates with three 5-year categories where possible, covering the age range 15-30.	
Youth work	**Actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning**
Comment: This definition was proposed by the Expert Group on Youth Work Quality Systems (Expert Group on Youth Work Quality Systems in the EU Member States, 2015).	
Youth worker	**Person carrying out youth work in direct contact with young people. Youth workers may be professionals or volunteers, and may be civil servants or work for NGOs**
Comment: This definition follows the one proposed by the Expert Group (Expert Group on Youth Work Quality Systems in the EU Member States, 2015).	
Broad/narrow approach to entrepreneurship	**The *narrow approach* associates entrepreneurship with the ability to start and run one's own enterprise, be it a commercial or social enterprise.** **The *broad approach* associates entrepreneurship with abilities and attitudes that apply to a much broader context and emphasises the ability to turn ideas into action.**
Originally, the title of this study included the term 'youth entrepreneurship', but in the course of the study we have learnt that the word 'entrepreneurship' is quite ambiguous. We have found, in line with Eurydice (2016) that there are two distinct approaches to understanding 'entrepreneurship': a narrow and a broad approach. For an example of the narrow approach see Eisenmann (2013). The broad approach is adopted in European education and training policies generally and in the European Key Competence Framework (European Parliament and Council, 2006).	
Following this observation, we have opted for the adjective 'entrepreneurial' (entrepreneurial competences, entrepreneurial learning), which does not have as strong connotations to business as does 'entrepreneurship'. Hence, instead of 'entrepreneurship', we will use 'entrepreneurial competences'. The only exception is in quotes and in the case and country studies, where the terminology of local stakeholders is used.	

Since the launch of the European Key Competence Framework, work has been undertaken to develop a more precise understanding of entrepreneurial competences in accordance with the understanding of competences as combinations of knowledge, skills and attitudes (European Parliament and Council, 2006). In 2016, a separate framework for entrepreneurship competences (EntreComp) was launched. The framework identifies within the entrepreneurial competence three intertwined competence areas, i.e. 'ideas and opportunities', 'resources' and 'into action'. Under each of the competence areas, the framework describes the knowledge, skills and attitudes required in that area (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016).

Entrepreneurial competences	An individual's ability to turn ideas into action

Comment: The definition is quoted from the definition of 'Sense of initiative and entrepreneurship' in the European Key Competence Framework (European Parliament and Council, 2006). The definition goes on to state that: 'It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

The entrepreneurial competence is composed of several specific competences, which are relevant in different stages of turning ideas into action.'

Entrepreneurial learning	Entrepreneurial learning is a process by which an individual (a young person) assimilates entrepreneurial competences

Comment: Our study clearly demonstrates that the term 'entrepreneurship education' is used to describe quite dissimilar undertakings and approaches. First, as demonstrated, 'entrepreneurship' may mean different things, depending on whether the stakeholder (public authority, youth organisation, business, education provider) has a broad or a narrow understanding of entrepreneurship. Second, 'education' is sometimes used in connection with formal, sometimes with non-formal learning (Lackéus, 2015).

Interestingly, the European glossary of terms in education and training policy (Cedefop, 2014) does not include a definition for 'education', but Unesco (2017) defines education thus: 'Processes by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills, competencies and behaviours across generations. It involves communication designed to bring about learning.' This definition underlines that education is a matter for society, that it is deliberate and that it should produce learning outcomes. This definition points to education as activities predominantly taking place in the (formal) education system. It clearly sets it off from 'learning', which is defined in the European glossary of terms in education and training policy as a process … 'by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences …; learning occurs through personal reflection, reconstruction and social interaction. It may take place in formal, non-formal or informal settings' (Cedefop, 2014).

Entrepreneurship education	Entrepreneurial learning that takes place in the formal education system. Entrepreneurship education involves activities purposefully designed to transmit knowledge about entrepreneurship, entrepreneurial skills, and/or entrepreneurial attitudes.

Comment: Entrepreneurial learning taking place in formal settings is most frequently referred to as 'entrepreneurship education', whether it utilises the broad or the narrow understanding of entrepreneurship. While this may cause confusion, we have chosen to uphold this term as it is so widely used.

Formal, non-formal and informal learning	**Formal learning is purposive learning taking place in designated learning venues, leading to recognised qualifications and led by qualified teaching staff.**
	Non-formal learning is purposive, but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. Staff may be professional learning facilitators or volunteers (such as youth leaders).
	Informal learning is non-purposive (from the learner's standpoint at least) learning which takes place in everyday life contexts in the family, at work, during leisure and in the community.

Comment: This definition has been proposed by OECD (OECD, 2005). The definitions of non-formal and informal learning are in line with those found in European policy documents (see e.g. European Parliament and the Council of the European Union (2013)), but those documents do not include a definition of formal learning. The distinction between the three types of learning is by no means clear-cut, and in particular, the line between non-formal and informal learning can be difficult to draw. However, we have found it useful in the current context to use this terminology to distinguish between learning that takes place in the formal education system and learning that takes place in youth work.

NEETs	**Young people neither in employment nor in education and training**

Comment: This is the official Eurostat definition. For statistical purposes, the definition refers to '…persons meeting these two conditions:

- they are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition);
- they have not received any education or training in the 4 weeks preceding the survey'.

1.3. The study design in brief

The study has pursued 11 specific study objectives — each playing a crucial role in reaching an understanding of the sectors, actors, initiatives, methods and processes making up the complex matrix of how entrepreneurial learning of young people may take place. The specific objectives, as outlined in the terms of reference for the study, are:

- exploring the current status of entrepreneurship education and entrepreneurial learning;

- examining the place and role of youth work in the entrepreneurship education continuum;

- considering entrepreneurship as a tool to combat youth unemployment and social exclusion;

- analysing non-formal learning approaches applied in youth work stimulating creativity, innovation and entrepreneurship;

- exploring how to assess entrepreneurial learning outcomes in youth work;

- comparing available frameworks and systems for validation of non-formal and informal learning including the European Qualifications Framework;

- analysing skills and competence needs of youth workers for delivering high-quality entrepreneurship education;

- enquiring into possibilities for partnerships and cross-sectoral cooperation in entrepreneurship education;

- providing an overview of opportunities and obstacles for promoting the social entrepreneurship model;

- analysing the potential and impact of EU youth programmes in terms of entrepreneurial learning;

- formulating recommendations on how to measure the progress and impact of initiatives.

The way that each of the study objectives are interlinked with the others is described in a framework of understanding (Figure 1-1).

Figure 1-1: Framework of understanding
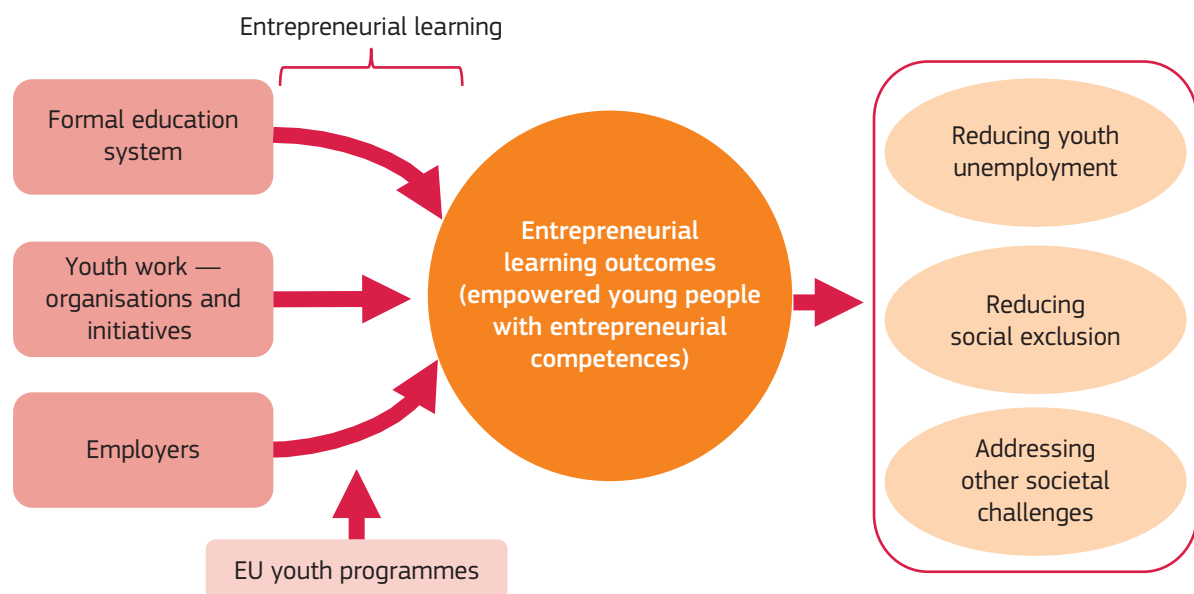
The framework of understanding illustrates how young people may obtain entrepreneurial competences in a variety of settings, including the formal education system, in the labour market and in youth work, the latter being the focal point of the present study. When learning is successful in equipping young people with entrepreneurial knowledge, skills and attitudes, enabling them act upon opportunities and ideas and turn them into value (youth entrepreneurship), this is hypothesised to contribute to combating youth unemployment, social exclusion and other societal challenges.

1.4. Methodology

The framework was tested and the objectives addressed through a comprehensive data collection and analysis, including the following.

- Country studies in all 28 Member States involving desk research supplemented by telephone interviews with 3-4 main stakeholders at national level for each Member State (ministries and representatives of youth work organisations).

- Development of an inventory of 114 good practices covering the study objectives. The practices stem from all Erasmus+ countries, Australia , Canada and the United States. Initially, more than 130 practices were identified by the consortium partners through desk research. From this list, the 114 practices were selected in close cooperation with the European Commission.

- Telephone interviews with six representatives of EU youth policies, programme management and implementation (officials at the European Commission with responsibility for management of programmes and representatives of nationally based parts of the implementation structure).

- In-depth case studies illustrating different approaches to fostering entrepreneurial competences through youth work. The case studies were carried out on-site using personal interviews and observation. The cases to be studied were selected from the inventory in close cooperation with the European Commission.

- A seminar for invited stakeholders in Brussels in December 2016 presenting and discussing preliminary results and observations of the study.

All research at national level was carried out by national experts, either employed by the partner organisations or subcontracted to the consortium. In most cases, the national experts resided in the country itself, and in all cases, they were able to read and speak the national language.

All the data collected through the activities described above was analysed by the study team, using the study objectives and the framework of understanding as guidance.

1.5. Structure of the report

The structure of the report follows the objectives of the study.

Chapter 1 is the current introduction.

Chapter 2 describes the state of entrepreneurship education and entrepreneurial learning of young people including the framework conditions across Europe.

Chapter 3 analyses the current situation of youth work organisations and youth workers with respect to promoting entrepreneurial learning. The chapter also discusses the skills and competences needed by youth workers to facilitate entrepreneurial learning.

Chapter 4 describes and analyses how youth work contributes to fostering entrepreneurial competences in young people.

Chapter 5 considers the role of entrepreneurial learning in addressing societal challenges in today's Europe.

Chapter 6 examines how entrepreneurial knowledge and skills obtained through youth work can be assessed and validated.

Chapter 7 explores the role of EU programmes and cross-sectoral cooperation in promoting youth entrepreneurship.

Chapter 8 and **Chapter 9** are dedicated to conclusions and recommendations for further action.

Besides the main chapters of the report, six annexes have been included:

Annex 1 [separate annex ISBN 978-92-79-68729-7 (print) and 978-92-79-68733-4 (PDF)] includes a country report for each of the 28 EU Member States investigating the state of play related to each of the objectives of this study.

Annex 2 [separate annex ISBN 978-92-79-68731-0 (print) and 978-92-79-68732-7 (PDF)] contains an inventory of 114 good practice initiatives from all Erasmus+ countries as well as from Australia, Canada and the United States.

Annex 3 [separate annex ISBN 978-92-79-68967-3 (print) and 978-92-79-68968-0 (PDF)] contains 12 in-depth case studies produced as part of the study.

Annex 4 (included at the back of the report) contains a list of the individuals and organisations consulted in the course of the project work.

Annex 5 (included at the back of the report) contains a summary of the seminar 'Young people and entrepreneurship: Building partnerships' held in Brussels on 14 December 2016.

Annex 6 (included at the back of the report) contains a list of data sources (literature and other secondary sources consulted during the study).

2. THE STATE OF ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL LEARNING OF YOUNG PEOPLE IN EUROPE

Tine Andersen and Karsten Frøhlich Hougaard

Looking across Europe, it is evident that during the last decade there has been increasing policy focus on providing citizens — in particular young citizens — with learning opportunities that support their acquisition of entrepreneurial competences. This policy focus has intensified since the 2008-2009 financial crisis.

Entrepreneurial learning may take place in many different settings, i.e. in the formal education system, in non-formal learning outside the education system, for example in the work place, or, indeed, in youth work. Still, a closer inspection reveals that almost no countries have in place a broad strategic framework for the advancement of entrepreneurial learning regardless of where the learning takes place.

Instead, many countries have in place partial or specific strategies, often addressing entrepreneurial learning in formal education ('entrepreneurship education'). Where partial or specific strategies exist, their implementation is sometimes sporadic, and on the 'shop floor' — in schools, universities, vocational education and training centres, youth clubs and youth centres — different stakeholders hold very varied ideas about which learning objectives should be pursued to improve entrepreneurial competences, and how to assess the learning outcomes. There is also no consensus about the most suitable methods for achieving these objectives.

With respect to formal education settings, the absence of a shared and solid conceptual and methodological basis for entrepreneurial learning is well documented in the recent and very comprehensive report 'Entrepreneurship Education at School in Europe' (Eurydice, 2016). This report examines:

- the existence of strategies and policies for entrepreneurship education;

- the understanding of 'entrepreneurship' and 'entrepreneurship education' as it is reflected in national policies and funding schemes; and

- the implementation of entrepreneurial learning objectives in curricula and teacher training.

Whereas these topics are well documented, this is less true for the relationship between entrepreneurial learning that takes place in youth work and that which takes place in formal education. This relationship is the subject of the following sections. Based on the country reports developed as part of this study (cf. Annex 1), we examine the framework conditions, strategies, policies and implementation of entrepreneurial learning in a wider sense.

2.1. The role of national strategies for entrepreneurship education and entrepreneurial learning

'There are lots of things happening, but we don't know where the overlaps or gaps are. We need a map rather than a myriad of activities that can't be mapped and tracked by experts, let alone young people' (expert quoted in country report for Ireland, Annex 1).

According to Eurydice (2016, p. 10), and in line with our findings, there are **three distinct types of national strategies that may include explicit reference to entrepreneurial learning:**

- strategies for entrepreneurship education;

- youth strategies;

- broad innovation strategies.

The report finds that having a national strategy for entrepreneurship education offers a more coherent and comprehensive approach to supporting entrepreneurship education than the two other types of strategy. By 2015, 11 EU Member States had developed this type of strategy, covering entrepreneurship education at all levels of formal education. In a few Member States (**Finland, Estonia, the United Kingdom (Wales)**), youth organisations were involved in the development of such a national strategy and the curricula, but it is not clear from the country reports what role they played in this development (Eurydice, 2016).

The country research of this study confirms, as observed in the Eurydice report (Eurydice, 2016), that **all EU Member States have one or more of the abovementioned types of national strategies.** The country reports indicate that there is an observable positive overall impact on the entrepreneurial competences of young people from having one or more of these three types of strategy, due to the increased focus on the necessity to provide young people with knowledge, skills and attitudes that will empower them and enable them to take the future into their own hands.

The country studies also indicate, however, that **national strategies to promote entrepreneurship education are not the rule, and where they exist they mostly address the formal educational system**, while they rarely address entrepreneurial learning taking place outside the formal education system, including in youth work.

Furthermore, the report reveals that not all national entrepreneurship education strategies are translated into legislation — some appear to be manifestos more than strategies. Prominent among Member States where the national strategic objectives for entrepreneurship education are embedded in national curricula in formal education are **Finland** and **Portugal**. While the Finnish strategy is fully embedded at all levels of the education system, the Portuguese national entrepreneurship strategy is more narrow, as it is directed mainly at higher education and promoting start-ups among higher education graduates.

In most other EU Member States there is no strategy for entrepreneurship education that could serve to underpin education policy reform and curriculum development. The result, which is evidenced in the country studies, is that **there is in most Member States a very uneven situation (geographically and sectorally) with respect to entrepreneurship education within the formal education system.**

In the few Member States where policies to promote non-formal entrepreneurial learning are guided by a national strategy, this is typically a broad youth strategy, encompassing all sorts of policy initiatives targeting young people, or a broad innovation strategy. **Only in a few Member States is a strategy for promoting entrepreneurial learning in a broader sense in place.**

Among the few (apparently) such broader strategies, we find the **Welsh Entrepreneurship Strategy: Action Plan 2010-2015** (YES)' ([2]) covering 5- to 25-year-olds. The action plan addresses all levels of formal education, as well as learning activities taking place outside the formal education sector. However, the annual report from 2015 (Welsh government, 2015) indicates that the activity level outside formal education has been quite low. In addition, the indicators used to assess the impact of the strategy refer to entrepreneurship in the narrow sense (e.g. 'Young people aware of self-employment as a career option', 'Young people considering being their own bosses').

Likewise, in **Ireland**, the youth strategy **Better Outcomes Brighter Futures: The national policy framework for children and young people 2014** commits the Irish government to promoting entrepreneurial skills through schools and strengthening the links between business, schools and youth organisations. Nevertheless, our interviews with experts in the field indicate that the situation with respect to entrepreneurship education in Ireland is quite fragmented and that, in practice, entrepreneurship education is hardly offered outside the business schools.

These two examples illustrate that even where a strategy that appears to address entrepreneurial learning in a broad sense exist, the resulting policies and initiatives are mostly directed at the formal educational sector, and often employs the narrow approach to entrepreneurship.

The following examples serve to illustrate the diversity of the situation in EU Member States with respect to the role of youth work in entrepreneurial learning.

In **Cyprus**, according to our research, there is no generally agreed understanding of what constitutes youth work. That does not mean, however, that youth work does not exist in Cyprus. There is a multitude of initiatives, for the most part carried out by volunteers in the third sector. Entrepreneurial learning is supported at the national level through the **Youth Initiatives Project**. The primary aim of this project is to strengthen non-formal and informal learning and active citizenship through voluntary work. The project shows that there is an explicit awareness of the acquisition of entrepreneurial competences through voluntary work. Interviewees in Cyprus identified youth clubs as the best places to stimulate entrepreneurial learning, creativity and innovation through youth work. The objective of these clubs is to engage young people and promote the development of responsibility, managing and coordination skills through cooperation, interaction, etc.

In **Ireland**, as we have seen, a broad entrepreneurship strategy is in place, which appears mainly to be implemented in the formal education system, and in particular in business schools. Our research indicates, however, that **the types of non-formal and informal learning that takes place in youth work in Ireland are well suited to significantly contributing to entrepreneurial learning among young people.** Techniques like brainstorming, idea generation and problem-solving are frequently used in these settings. Likewise, activities like community development and involvement in planning of new activities contribute to entrepreneurial learning. A significant share of the young population (approximately 43 % of young people aged 10-24) takes part in youth work activities in Ireland according to the most recent annual review of the

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([2])   As of January 2017 a renewed action plan had not yet been published.

National Youth Council of Ireland (2015). We have not, however, been able to identify youth work initiatives that involve systematic reflection among young participants that would make them aware of their own entrepreneurial learning. Also, formal validation of entrepreneurial skills achieved in non-formal settings is not available in Ireland.

In **France** the situation is quite different. Entrepreneurial learning is largely driven by organisations and associations providing non-formal learning. 'Entrepreneurship education' historically has a bad image in the French education sector, as it was, and still is to some extent, associated with a narrow economic utilitarian worldview. This has resulted in a lack of willingness to bring entrepreneurial learning into the formal education system in France. However, according to the country research of this study, an increasing share of teachers have a positive attitude towards entrepreneurship. In youth work organisations, on the other hand, there is a different understanding of entrepreneurship — these organisations employ the broad approach to entrepreneurship. While youth organisations associate entrepreneurship with active citizenship, critical thinking and general life skills, there is also a pronounced opposition among them to consider the economic aspects of entrepreneurship.

From the examples above, it should be evident that **the impetus to engage young people in entrepreneurial learning in non-formal settings is not a result of national entrepreneurship education strategies.** Instead, any top-down impetus appears to come from the implementation of national youth policies, and bottom-up from within non-governmental youth organisations. The examples below illustrate the diversity of the situation with respect to entrepreneurial learning in EU Member States.

2.2. Implementation of entrepreneurial learning in formal education

In spite of policy focus and strategic efforts, few — if any — Member States have managed to mainstream entrepreneurial learning fully into the formal education system at all levels, from pre-primary through higher education. In the Member States with no national entrepreneurship education strategy, the **absence of common goals and directions coupled with a fragmented education system can present a formidable barrier.** This is further aggravated by a **lack of a common understanding of the nature of entrepreneurship and entrepreneurial competences.** According to Eurydice (2016), about half of the Member States apply the European Key Competence Framework definition of entrepreneurship, and about a third use their own national definition. In about 10 Member States there is no commonly agreed definition. Most Member States have a definition of entrepreneurship education that reflects the same broad understanding of entrepreneurship education as the European Key Competence Framework definition. However, this apparent consensus about the meaning of key terms can only be found at national level. The consensus dissolves and is replaced by widespread confusion at the level where teachers and trainers deliver learning to young people, as we shall see amply demonstrated below.

Looking first at the significance of national strategies for entrepreneurship education, **Italy** may serve as an example. In Italy there is no entrepreneurship education strategy, and only limited funding provisions for entrepreneurial learning activities are available to schools. This has led to a very uneven situation with respect to entrepreneurship education across the country. Likewise, in **Greece** there is no strategy for entrepreneurship education. Our country research indicates that entrepreneurship education at primary and secondary level is 'very low or not existing at all' in Greece (country report, Greece, Annex 1). In **Spain**, the coverage of entrepreneurial learning

in formal education is patchy due to the decentralised education system. Only three Spanish regions (Andalusia, Cantabria and Galicia) have strategies and action plans for entrepreneurship education in place.

However, **a national strategy is no guarantee for a comprehensive implementation of entrepreneurial learning in the education system.** For example, **Sweden** has a national strategy for entrepreneurship education, and there is a national budget line to support the implementation of this strategy. However, no time frame is set for achieving the strategic goals, and in a system with extensive autonomy for schools it is still up to each municipality and school to decide how to implement entrepreneurship education in practice.

Eurydice (2016) identifies three approaches to entrepreneurship education in the formal education system:

- cross-curricular, where entrepreneurial learning should in principle be integrated in all school subjects;

- compulsory (entrepreneurial learning as a subject); and

- optional.

The cross-curricular approach is the most frequent, especially at primary and lower secondary levels of education. The study finds that at these levels about half of the Member States report employing the cross-curricular approach, however entrepreneurial learning is in practice only integrated in a narrow range of subjects. In most of these Member States, entrepreneurial learning is integrated only into social science, economics and business-related subjects. This suggests that the narrow approach to entrepreneurship is still widely used. At **upper secondary level** (including both general education and vocational education and training (VET)), the picture is more mixed. In quite a few Member States, entrepreneurship is not explicitly mentioned in steering documents and only in **Hungary**, **Scotland** (United Kingdom) and **parts of Denmark** is entrepreneurship education a cross-curricular subject in upper secondary VET.

Where entrepreneurship education is optional, and sometimes when it is compulsory, it frequently takes place in settings that are separated from mainstream education activities in time and/or space. In these instances, **entrepreneurship education remains in practice in the realm of non-formal learning.**

In **Austria**, for example, schools work with partners outside of the formal education system to offer entrepreneurship education as an optional subject. These partners include commercial partners such as the Austrian Central Bank offering workshops, seminars, materials and contests that seek to improve pupils' financial literacy; the Austrian Economic Chambers; and organisations that originated in the formal education system, such as the **Impulse Centre for Entrepreneurship Education** (eesi) or the **Competence Center for Nonprofit Organisations and Social Entrepreneurship** at the Vienna University of Economics and Business.

In Hungary, the **Hungarian National Core Curriculum** (NAT) (³) is aimed at developing key competences, among them entrepreneurial competences (which are not defined in further detail). However, according to our country research, very few schools have managed to integrate entrepreneurial learning into their day-to-day teaching. Only education institutions whose educational profile is related to the field of economics have included entrepreneurship in a comprehensive fashion. In upper secondary and

(³) http://kerettanterv.ofi.hu/ (17.5.2016).

higher education, entrepreneurial learning is optional. The main providers within the formal educational system of entrepreneurial learning activities for young people are pedagogues responsible for the pupils' spare time, experts in youth protection, career advisers and school psychologists.

2.3. The content and provision of entrepreneurship education at different levels

Broadly speaking, entrepreneurship education more often takes place at the upper secondary level of education and in higher education, while there is less activity at the primary and lower secondary levels. For example, experts interviewed in **Poland** attest to the high quality of entrepreneurship education at secondary and tertiary level, while entrepreneurship education at the primary level could be strengthened.

In **primary schools**, entrepreneurship education often includes broad subjects like career guidance and counselling, 'out-of-the-school experiences' and interactive learning activities.

In secondary schools (and sometimes in primary schools), entrepreneurship education most frequently includes one or more of the following subjects:

- specific techniques to improve entrepreneurial competences (idea generation, design thinking, problem solving);

- business simulations (e.g. 'mini companies');

- business disciplines (marketing, bookkeeping),

- visits to companies;

- activities supporting the students in participating in entrepreneurship competitions.

According to Eurydice (2016), guidelines for entrepreneurship education are more common for general upper secondary and school-based vocational education and can be found in about a third of EU Member States/regions. Most guidelines emphasise the importance of interactive learning, activities outside the classroom and generally all forms of work where students are active. Activities outside the classroom often include visits to businesses.

In **higher education**, entrepreneurial learning more often takes place in support programmes for students who are looking for ways to exploit commercially knowledge and skills gained during their studies. Such students are offered different combinations of work space and facilities (incubators), training programmes and mentoring. Hence, there are huge variations in the understanding of the learning situations that best support entrepreneurial learning. Moreover, the content of entrepreneurship education varies considerably between universities and even between individual lecturers due to **differences in the understanding of what 'entrepreneurship' or 'an entrepreneurial mindset' entails.** A respondent in **Sweden** thus argued that: 'Everything can be interpreted as entrepreneurship, which means it causes some misunderstanding. The consequence is that some students are not taught properly about entrepreneurship' (country report Sweden, Annex 1).

2.4. Support for entrepreneurship education and entrepreneurial learning

This section looks at the support that authorities offer to promote entrepreneurial learning. Two kinds of support can be clearly distinguished: economic support and capacity building.

Economic support includes targeted funding through public education budgets, project funding, micro scholarships and funding for competitions. The magnitude of **targeted funding** for entrepreneurial learning activities from public budgets is highly variable across Europe. In particular, some central and eastern European countries rely heavily on EU funding for reforming their education sector, and in these Member States we find more financial support for projects aimed at developing entrepreneurial learning.

Project funding (where sources include NGOs as well as public project funds) is used to stimulate the entrepreneurial culture, including entrepreneurial learning, in most Member States. For example, in **Denmark** entrepreneurship education in formal education is mainly financed by public education budgets (⁴), but experimental projects (including methodological development in entrepreneurship education) may apply for support from education funds managed by regional authorities. Outside the education sector, government funds are channelled through the Danish Foundation for Entrepreneurship (FFE), which finances 70-100 projects every year. Since 2010, all national youth entrepreneurship policy initiatives have been implemented by FFE in Denmark.

A third way to stimulate entrepreneurship education and entrepreneurial learning is through **micro scholarships**. In **Denmark**, for example, micro scholarships are available for students with a business idea or students who have already started a company. These entrepreneurial students can apply for funding up to DKK 50 000 (EUR 6 711) for the development of prototypes, testing, patent applications, market research, etc., excluding payroll and general operational costs.

Entrepreneurship and innovation competitions for young people are widely used at national and cross-national level as a method to stimulate entrepreneurship education and entrepreneurial learning. In Europe, there are several such competitions where young people compete for support, either in groups or individually. One of the largest events is the Junior Achievement (JA) Europe Enterprise Challenge, which has taken place since 2005, and where start-ups created by university students compete, at first nationally and subsequently in a European final competition. JA Europe has an annual turnover of approximately EUR 8 million (2015). The sources are not given in the 2015 annual report, but the organisation's 2014 review indicates that approximately 47 % stems from public sector funding and 33 % from private funds. The remaining 20 % is unaccounted for (JA Europe, 2017).

Capacity building includes competence development of and methodological support for teaching and training staff and youth workers.

Methodological support includes the provision of, for example, guidelines for designing entrepreneurial learning opportunities, instructional materials and other education resources. According to Eurydice (2016), the main type of public support for teachers in entrepreneurship education is funding or development of teaching resources. This type of support can be found in 17 EU Member States/regions. In 12 Member States/regions, entrepreneurial educators receive teaching guidelines from central authorities,

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(⁴)   In Denmark, primary education is financed from municipal budgets, while upper secondary and higher education is financed from the national budget.

and 11 Member States/regions have a centre of expertise for entrepreneurial education. For example, in **Austria** the **EESI-Impulse Centre**, supported by the Ministry of Education and Women's Affairs, provides access to online teaching materials developed in cooperation with the **Initiative for Teaching Entrepreneurship** (IFTE) and other stakeholders.

Support for competence development and networking is in high demand across Europe. Networking among teachers is a useful method to develop a common understanding of entrepreneurship education. However, only **Denmark, Estonia, France** and **Spain** have national networks supported by the public authorities. In Denmark, the **Network for Entrepreneurship and Innovation in Schools** (NEIS) is a network targeted at teachers in all parts of the formal education system. The network provides the members with opportunities to share experiences, insights, practical approaches and teaching resources.

The results indicate that support for the development of entrepreneurship education and entrepreneurial learning is mainly targeted towards the formal education sector. Also, it appears that the level of support is highly variable, with some Member States providing considerable financial and methodological support, while others provide virtually no support for the development of entrepreneurial learning.

2.5. Partnerships between formal education and other stakeholders

The findings of the country research in this study confirms the observation of the Eurydice report (Eurydice, 2016) that entrepreneurial learning may emerge as a result — intended or unintended — of collaboration between the formal education sector and other stakeholders, if this partnership involves an active role for pupils/students.

In particular, their research indicates that **NGOs play an important role**. The most active roles in the collaboration with schools or universities related to entrepreneurial learning is not, however, played by youth work organisations. More frequently, partner NGOs focus on the promotion of entrepreneurship (in the broad or in the narrow sense) and/or innovation. Such organisations are often instrumental in developing entrepreneurship training modules for teachers as well as students, just as they may play a large role in managing entrepreneurship competitions and events, or providing incubators for young entrepreneurs. For example, in **Sweden** there are many examples of formalised collaborations where organisations support entrepreneurial learning in the formal education system through teaching, provision of teaching materials, events, etc. The projects **UF-Enterprise, Sommarlovsentreprenör, Finn Up** and **Snilleblixtarna** are all the results of this type of collaboration.

Companies and business associations are also important partners in many Member States. Most country experts report about collaborations between schools and companies at the local level. The typical role of companies is to give talks to pupils, offer mentoring to students in the course of entrepreneurship projects and assess and give feedback to students' projects. For example, in the **Czech Republic** companies are encouraged by trade associations and sector organisations to increase their collaboration with schools, e.g. by cooperating on defining curricula and, most importantly, by providing multiple opportunities to schools and learners to engage in practical learning activities in real-life contexts.

In a few Member States there is **multi-stakeholder cooperation** on entrepreneurial learning. In Estonia the **Estonian Chamber of Commerce** and its **Entrepreneurship Education Think Tank** provide a forum for discussion between private companies, the state and youth work organisations on the way forward for entrepreneurial learning. The goal of the think tank is to promote the importance of developing an entrepreneurial mindset in the young people of Estonia.

However, partnerships are not always successful. The research in **Bulgaria** indicates that among youth work organisations and organisations promoting entrepreneurship there is a lack of willingness to understand the perspective/needs of other stakeholders (NGOs or private). It appears that some youth work organisations pursue their own interests and projects rather than seek to achieve added value through cooperation. Given that the collaboration between youth organisations themselves is rather limited, the collaboration with other types of organisations is also difficult.

2.6. Summing up

This chapter has provided a broad overview of the situation across the EU with respect to entrepreneurship education and entrepreneurial learning. The evidence indicates a situation where there is considerable policy focus, as well as a multitude of initiatives taking place on the ground, in schools and universities, youth organisations and other NGOs. About half of EU Member States have officially adopted the European understanding of entrepreneurial competences as formulated in either the European Key Competence Framework or EntreComp. However, our evidence indicates that the narrow conceptualisation of entrepreneurial competences as 'skills and competences enabling a person to start a business' still underlies many initiatives and defines the scope of support to the development of entrepreneurial learning in Member States, as well as the scope of partnerships between stakeholders. In youth work, the broad concept of entrepreneurship is applied in practice, but not always explicitly — a fair share of youth organisations and initiatives are even sceptical towards using the term 'entrepreneurship' or 'entrepreneurial'.

3. THE ROLE OF YOUTH WORK ORGANISATIONS IN PROVIDING ENTREPRENEURIAL LEARNING

Tine Andersen and Karsten Frøhlich Hougaard

Youth work takes place in many different settings and takes just as many different forms across the 28 EU Member States, as well as within each Member State. Leaning on the work of the Expert Group on Youth Work Quality Systems in the EU Member States, youth work is carried out in youth centres, projects, clubs, informal youth groups, camps and colonies, through youth information and youth organisations, as well as in youth movements, etc. The span of youth work activities is also very broad and relates to sport, leisure activities, cultural activities, such as music festivals, art projects, social work, etc. (European Commission, 2015)

Obviously, the raisons d'être for youth work vary greatly from activity to activity and between the various forms of youth work. For the same reason, the place and role of youth work in promoting entrepreneurial learning are perceived very differently from country to country and from setting to setting.

This chapter addresses the current situation of youth work organisations and youth workers with respect to promoting entrepreneurial learning. The chapter also discusses the skills and competences needed by youth workers to deliver high-quality entrepreneurship education.

3.1. The place and role of youth work in the entrepreneurship education continuum

Does youth work have a role to play with regard to entrepreneurial learning? Looking across the 28 EU Member States, the general answer is 'yes'. However, the way youth workers and youth work representatives perceive and define their roles with regard to entrepreneurial learning is patchier. Figure 3-1 captures the different understandings of the place and role of youth work in the entrepreneurship education continuum.

Figure 3-1: The role of youth work in entrepreneurial learning — a typology
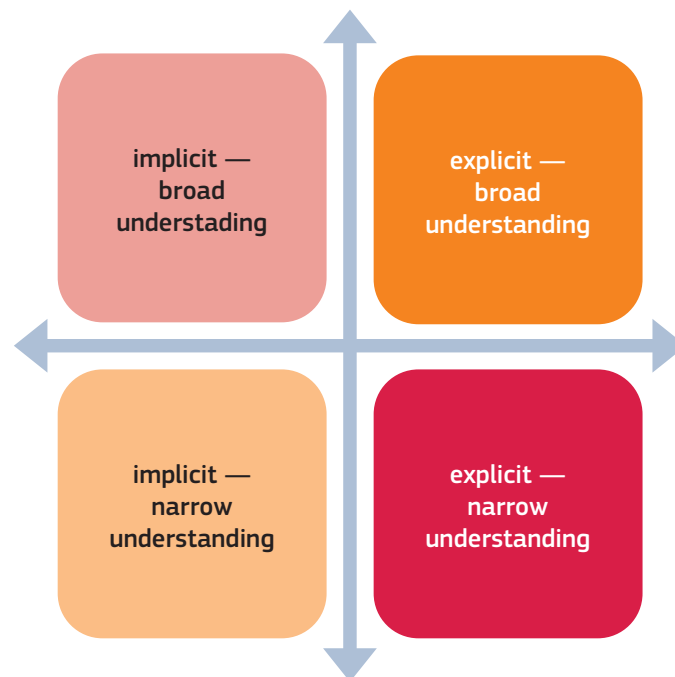
Entrepreneurial learning in youth work can be illustrated in a continuum going from 'not an integrated part in youth work at all' to 'an explicit and integrated part of youth work'. At the same time, a continuum can be identified ranging from a very broad understanding of entrepreneurial learning within youth work organisations (in line with the EntreComp Framework (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016)) to a very narrow, business-oriented understanding of entrepreneurship. With these two dimensions in place, four different approaches to entrepreneurial learning in youth work appear.

Based on the country research for this study (see Annex 1), **entrepreneurial learning takes place in most youth work activities, but most often in an implicit fashion.** When youth workers and representatives from youth work organisations are presented with a short version of the description of entrepreneurial competences from the European Key Competence Framework (European Parliament and Council, 2006), or from the EntreComp framework (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016), they acknowledge that young people who participate in youth work activities as a rule gain entrepreneurial competences. However, **very few youth organisations see it as an explicit objective to deliver those competences.** Entrepreneurial learning is seen as a kind of by-product or spin-off.

In fact, sometimes there even appears to be a conflict between youth work and entrepreneurship. In some parts of the world, integrating entrepreneurship explicitly in youth work is seen as an instrumentalisation of the field (Pantea, Diroescu, & Podlasek-Ziegler, Young People, Entrepreneurship & Non-Formal Learning: A Work in Progress, 2014).

There are, however, indications of an emerging appreciation that youth organisations do have a significant role to play in delivering entrepreneurial competences, and that this requires focus and attention by the organisations. The description of the development in the Czech Republic during the last decade mirrors this general development in most EU Member States:

....

A decade ago, the concept would not have been recognised as relevant in this sector. On the contrary, youth work organisations being non-profit institutions with a strong inclination towards inclusive policies and social issues, would have regarded their scope and mission quite opposite to the notion of business philosophies and profit-driven activity, perceiving their own function as a counterbalance to entrepreneurial thinking. However, even though the more comprehensive meaning of entrepreneurship has not yet been commonly adopted, the above outlined reluctance towards the concept has been gradually overcome.

....

This quote from the Czech country report for this study is illustrative of a wider change in the way that youth organisations approach entrepreneurial learning. First, the interpretation of entrepreneurship is gradually changing from a very narrow to a broad understanding. Second, the attitude to entrepreneurial learning in youth work has changed significantly from almost being not accepted and excluded to a situation where it is generally accepted that youth work ought to include non-formal learning activities that foster entrepreneurial competences.

Some youth organisations and youth work projects have even taken this a step further and are now working with entrepreneurial learning as an explicit and integrated part of their activities. However, the understanding of 'entrepreneurship' in these organisations still varies. Some organisations address entrepreneurship in the broad sense, while others take the narrow perspective. The Scout Movement provides an example of a youth organisation/movement taking a narrow perspective. In 2014, the **World Organisation of the Scout Movement** (WOSM) and the **United Nations Conference on Trade and Development** (Unctad) signed a memorandum of understanding to promote what is described as 'entrepreneurship skills' among scouts (Scouts (1), 2017). This indicates an understanding of entrepreneurship as being solely a matter of skills, not of knowledge or attitudes. In line with this understanding, the **British Scout Association** has developed the **Entrepreneur Challenge**. Through this programme, scouts learn about a range of business principles that will help them create an idea for an entrepreneurial venture (Scouts (2), 2017).

Illustrated by the typology depicted in Figure 3-1, developments in the youth work sector in the past 5-10 years, when it comes to entrepreneurship education and entrepreneurial learning, can be understood as a move from a position in the lower left corner (or even outside the vertical axis) to a position in the upper left corner, moving towards the right.

It is important to mention that some youth organisations have focused on entrepreneurship as an explicit and integrated part of their work for many years. Organisations like **JA Europe** (previously Young Enterprise) have been dedicated to providing entrepreneurial competences to young people for several decades (JA Worldwide, 2017).

3.2. Drivers and barriers for the new role of youth work

What can be considered the main drivers for this gradual acceptance of youth work being a part of the entrepreneurship education continuum? What are the main explanatory factors or barriers for not integrating entrepreneurial learning explicitly in youth work? The main drivers and barriers for a more explicit focus on entrepreneurial learning in youth work are illustrated in Figure 3-2.

Figure 3-2: Drivers and barriers for a more explicit focus on entrepreneurial learning in youth work

Drivers

– Financial crisis
– Political pressures
– Economic incentives

– Interpretation
  of entrepreneurship
– Self-perception
  of the youth work sector
– Fragmentation
  of the sector

Barriers
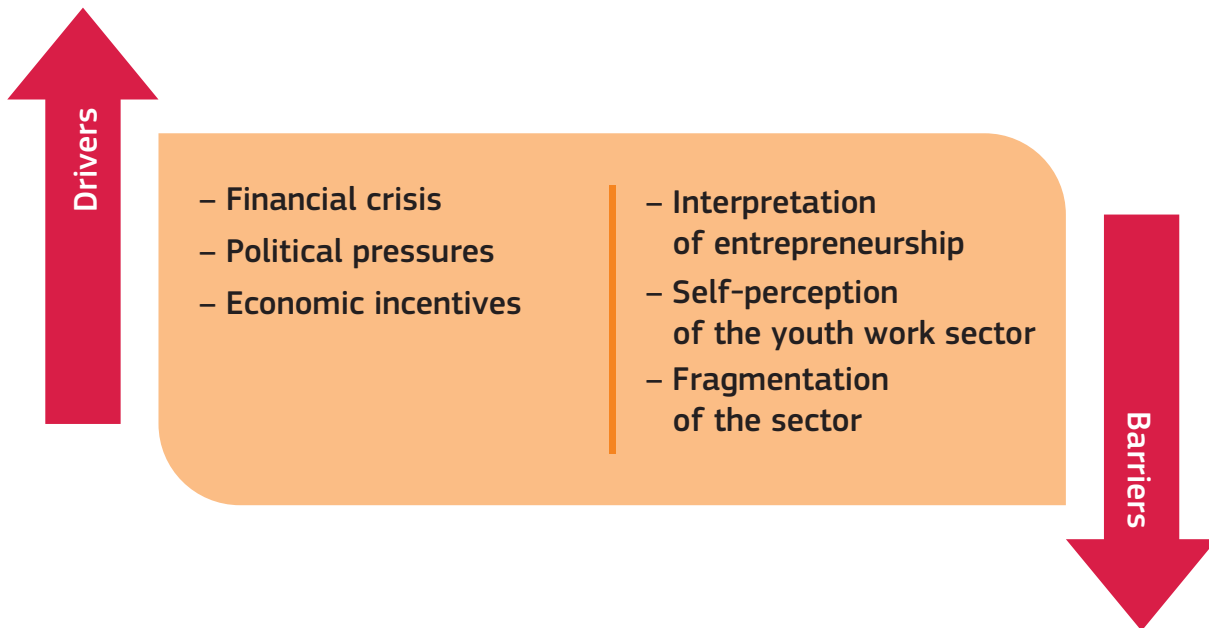
Without a doubt, **the financial crisis**, followed by the significant increase in youth unemployment and the number and share of NEETs in the EU has been one of the main drivers for changing the position of youth work in the entrepreneurship education spectrum. In 2015, 7 years after the breakout of the crisis, more than 6.6 million young people were neither in employment nor in education or training in the EU (European Commission, 2017). With a significant share of the young people in the EU left outside the labour market and the education and training systems, youth work activities became a platform where young people could participate in meaningful activities and, at the same time, gain competences relevant to the labour market or becoming active citizens.

In Germany, the youth unemployment rate has remained rather low compared to most other Member States. This is reflected in the implementation of the European youth strategy in Germany placing its focus on other topics than entrepreneurial learning.

In other Member States, the advent of a high and seemingly persistent youth unemployment created a 'burning platform' for youth organisations. They saw the need to act on the situation — and thus, several new projects and activities were launched. One example is in **the Netherlands**, where the theme of employment and entrepreneurship is becoming increasingly important in spite of a relatively low unemployment rate among young people. Here, youth workers are becoming more involved in bringing young people back into employment. According to representatives from youth work organisations in the Netherlands, the strength of these organisations is their ability to reach out to young people easily due to their presence and involvement in local communities. The youth work organisations provide a safe environment for young people to test ideas and gain entrepreneurial competences through non-formal and informal learning.

In addition to the situation of young people following the financial crisis, **the political agenda** has also been a main driver. Both at the EU level and at national level there has been an agenda of bringing youth work more into play as an instrument to combat youth unemployment. In the EU youth strategy, entrepreneurship is linked to employability (Official Journal of the European Union, 2009). Some of the eight Salto-Youth Resource

Centres actively facilitate entrepreneurial learning, and in most of the countries where public youth centres exist, national, regional or local authorities have tasked the centres with encouraging entrepreneurial learning.

The introduction of entrepreneurship on the political agenda as a potential tool to combat youth unemployment has resulted in the creation of some **economic incentives** as well. Entrepreneurial learning has been included as one of the selection criteria for the grants and funding that are available to youth work organisations. One example is the Erasmus+ programme, where fostering innovation and entrepreneurship is one of the objectives supported by the key actions of the programme (European Commission, 2016).

Despite these drivers for increasing the role of youth work in the entrepreneurship education continuum, several **barriers** to this development can be identified as well.

The understanding of entrepreneurship and of what constitutes entrepreneurial learning continues to be a barrier in this regard. Even though 10 years have passed since the broad understanding of entrepreneurship as a key competence was presented in the European Key Competence Framework, the interpretation of entrepreneurship on the ground often continues to focus on business-related competences. This manifested itself during the interviews conducted for this study among youth work organisations. As explained by a UK respondent:

Some of the barriers to embracing entrepreneurial learning as part of youth work in the UK include the terminology around entrepreneurship, which can be off-putting … Youth workers would shy away from talking about enterprise and helping young people to start up their own businesses, because there's so many challenges around that, because there is a general lack of knowledge and understanding as to what it means and therefore how to support young people.

The main explanation for not including entrepreneurial learning as an integrated and explicit part of youth work is probably that **there is little tradition in the youth work sector for being oriented towards the labour market.** In several Member States, youth work is rooted in a historical tradition that emphasises the role of youth work as helping young people to become active participants in society and democracy. Consequently, youth organisations are afraid of having their work assessed only under the aspect of employability and being pressured to adjust their activities solely to preparing young people for the labour market, as pointed out by a representative from a youth work organisation in Germany. Some representatives from the youth sector call for more realism with respect to the ability of entrepreneurial learning to serve as a 'magic bullet' providing solutions to a wide array of social and economic problems and challenges. Against that background, some of them question the relevance of integrating entrepreneurial learning explicitly into youth work activities.

Finally, it should be noted that the **youth sector is very fragmented**, even though umbrella organisations and youth councils do exist. A lack of coordination between youth organisations, and between youth organisations and national authorities, is part of this barrier, making it very difficult to create a coherent and consistent plan for the involvement of youth work in entrepreneurship education.

3.3. Skills and competence needs of youth workers for delivering high-quality entrepreneurial learning

In the discussion of the place and role of youth work in the entrepreneurship education continuum, the role of the youth workers is key. Youth workers can be the drivers for increasing entrepreneurial learning in youth work, but at the same time they can also be a barrier. Entrepreneurial learning is not the main objective of much youth work. Thus, the ability to provide explicit entrepreneurial learning to young people is not necessarily a natural thing to do for youth workers.

The youth worker population is not homogeneous. A recent study reveals that **youth workers in the Member States have many different educational backgrounds.** The common educational routes into youth work include social pedagogy, social sciences, social work and social care, and educational sciences. However, the majority of the youth worker population are volunteers — some with only a 1-day course addressing aspects of youth work (Dunne, Ulicna, Murphy, & Golubeva, 2014).

In addition, **the roots and objectives of a youth work organisation or activity significantly influence the skill and competence needs amongst youth workers.** Some provide intervention-based youth work in the street, some are involved in organisations and NGOs and some work in the formal youth work sector (Dunne, Ulicna, Murphy, & Golubeva, 2014).

Finally, there are differences in how education and learning are delivered to young people. **Many youth organisations are non-formal learning providers.** Learning outcomes obtained by the young people participating in the activities are often a result of pre-prepared educational programmes with predefined learning outcomes. In other cases the learning is informal in its character. Thus there are no explicit learning objectives, the activities are not formulated as a learning process and there is no reflection on learning outcomes.

Taken together, these factors mean that it is not possible to assess with any precision the skill and competence needs for youth workers, if they are to facilitate high-quality entrepreneurial learning. It all depends on the educational background of the youth worker, the routing of the youth work and the target group of the youth work.

Nevertheless, it is possible to identify some common areas. In fact, many youth work activities share quite similar methodologies. The learners are often put at the centre of a personal development process. Very often, learning-by-doing and peer-learning methods are applied while youth workers coach and support the learners.

One of the conclusions of a seminar that was arranged as part of this study was that **entrepreneurial learning requires innovative ways of teaching in which real-life learning experience and project work have the main impact on the pedagogical development of an entrepreneurial mindset.** Following this logic, the learning methodologies applied in youth work are optimal for entrepreneurship education and entrepreneurial learning (cf. the seminar report (Annex 5) for further information).

Several studies and tools have already been developed to assess youth worker competences. The Steering Group of the European Training Strategy (ETS) of the 'Youth in action' programme requested a competence model targeting trainers, youth workers and youth leaders working at an international level — the so-called ETS Competence Model for Trainers (Salto-Youth Resource Centre, 2017). This model defines six competence areas:

- understanding and facilitating individual and group learning processes;

- learning to learn;

- designing educational programmes;

- cooperating successfully in teams;

- communicating meaningfully with others;

- intercultural competence.

In addition, the Council of Europe has developed a Youth Work Portfolio, which is a tool to help youth workers assess and further develop their competences. This tool defines eight functions that youth workers should be able to undertake. The eight functions are (Council of Europe, 2015):

- addressing the needs and aspirations of young people;

- providing learning opportunities to young people;

- supporting and empowering young people in making sense of the society they live in and in engaging with it;

- supporting young people in actively and constructively addressing intercultural relations;

- actively practising evaluation to improve the quality of the youth work conducted;

- supporting collective learning in teams;

- contributing to the development of their organisation and making policies/ programmes work better for young people;

- developing, conducting and evaluating projects.

Although these two models, which each operationalise and conceptualise competences in youth work, are not identical, they do overlap. Perhaps this illustrates a more profound consensus on the competence needs of youth workers. Entrepreneurial learning is implicitly part of most youth work activities, and so youth workers ought to be well equipped to provide entrepreneurial learning.

In general, however, this is not reflected in the self-image of the youth worker population judging from the interviews conducted for this study. First, **youth workers are largely unaware of the broad understanding of entrepreneurship** and the efforts that have been undertaken to operationalise the concept. A respondent formulated it in the following way:

A competency framework (EntreComp, ed.) has been designed but is not well-known by the actors in the field. There is a real need to translate this framework into practice and provide accessible versions that allow teachers and stakeholders (e.g. youth workers) to take ownership of it.

Second, the Salto-Youth Training and Cooperation Resource Centre is currently working on a **new handbook on the formulation of learning outcomes for participants in youth projects.** This is still a work in progress, but once completed the handbook could be one way to translate the EntreComp into practice for the youth worker population and for the participants in youth projects.

Third, **peer-learning activities** where youth workers meet, present each other with cases or specific approaches and receive feedback from their peers are another potential way of enhancing the skills and competences of youth workers in delivering entrepreneurial learning, because peer learning has entrepreneurial learning as a side effect per se. This is one of the lessons learned from **Laboratori Urbani** (LU). LU is an initiative led by Regione Puglia in Italy aimed at recovering old public buildings and transforming them into spaces for young people. Within these spaces, young people get together to organise and attend artistic performances, social events and training activities. Peer learning has been a key component to be integrated in training modules on entrepreneurship, since it allows youth workers to share their own experiences with peers and learn from others' experiences and assessments.

Finally, **conceptualisation of entrepreneurial learning** could be a way to enhance the quality of the entrepreneurial learning in youth work. The conceptual approach clarifies goals and conditions for the teaching and provides detailed guidance on how to carry out exercises and what should come out of these activities. The advantage of the conceptual approach is that the threshold for providing entrepreneurial learning is lowered, making it easier for youth workers — including the many volunteers — to provide quality education.

One example of this is 'Young leaders' in the Netherlands. 'Young leaders' is a national programme and concept focused on youth in vulnerable neighbourhoods. Young people are invited to participate in up to 10 training sessions aimed at helping them to become role models in their neighbourhoods and organise activities to make their neighbourhoods better and safer places. During the first part of a training session, the participants are placed on a slide, where most participants gradually move outside their comfort zone and into their stretch and even stress zones. In the second part of the session, the participants are introduced to new knowledge and then, gradually, they are equipped to 'climb the stairs' to gain new knowledge, skills and attitudes. Exercises, equipment, expected outcomes and timings for this process are described in detail. According to an evaluation of the concept, the training model has proved very effective in the target group (Noorda & van Dijk, 2015). The advantage of the programme is that the trainers need not have a professional youth worker background to deliver entrepreneurial learning. In addition, the 'Young leaders' concept is well documented, making it easy to scale and transfer to other settings.

3.4. Summing up

The aim of this chapter was to analyse the role of youth workers and youth work organisations in promoting entrepreneurial learning. It was concluded that youth work organisations play an important role in the entrepreneurial learning continuum. Entrepreneurial learning in a broad understanding of the term is often an implicit part of most youth work activities. During the past 10 years, a change towards a more explicit and integrated focus on entrepreneurship has been observed in the youth sector. However, there are still considerable concerns in relation to this change in some parts of the sector. One explanation of this reservation about having explicit focus on entrepreneurial learning is the widespread notion among youth workers and youth work

organisations that fostering entrepreneurial competences, even in the broadest sense, is not and should not be the primary focus of youth work activities. These activities, so the argument goes, are valuable in and of themselves, and should not be subjected to an instrumental rationality whereby the objective (fostering entrepreneurial learning) appears to be forced on youth work from the outside.

The last section of this chapter dealt with the skills and competences that youth workers need in order to be able to deliver entrepreneurial learning. Youth workers are key providers of non-formal and informal learning to young people. However, the youth worker population is by no means a homogeneous group — on the contrary. Consequently, it is very difficult to assess generic competence needs. Peer learning activities and conceptualisation of entrepreneurial learning processes are two approaches that could enhance the quality of the entrepreneurial learning activities provided by youth workers — despite the fact that the professional backgrounds of youth workers vary from low-qualified volunteers to persons with professional qualifications in youth work. However, one of the most important elements in increasing the skills and competences of youth workers in the entrepreneurship field is to raise the awareness of what 'entrepreneurial competences' entail.

4. ENTREPRENEURIAL LEARNING IN YOUTH WORK — PRACTICES AND POTENTIALS

Tine Andersen and Karsten Frøhlich Hougaard

This chapter describes and analyses ways that youth work can and does contribute to developing entrepreneurial competences in young people. It addresses the following topics:

- youth work creating entrepreneurial learning;

- partnerships and cross-sectoral collaboration involving youth work;

- potentials of social entrepreneurship.

4.1. Entrepreneurial learning in youth work

The literature on youth work is rich, as is the literature on entrepreneurship. Thus, this short introduction is far from a systematic review. However, there appears to be consensus that youth work has a significant potential for significantly contributing to the development of entrepreneurial competences in its varied target groups (see e.g. Bamber, J., 2014; Kiilakoski, T., 2014).

According to the literature, youth work has two common and specific characteristics that may decide whether this potential is realised and to what degree.

- **Learning processes in youth work are non-formal or informal** — this may have positive as well as negative ramifications for whether the young people, participants in an activity, acquire entrepreneurial competences, and, just as importantly, whether they become aware that they have these competences.

- **Acquisition of life skills, civic skills or social skills is generally recognised as an objective of youth work** — but this is not true for entrepreneurial competences. In fact, youth workers and youth work organisations have historically been quite hesitant to mention words associated with entrepreneurship (Expert Group on Youth Work Quality Systems in the EU Member States, 2015; European Commission, 2015; Pantea M.-C., 2014).

4.2. Youth work and non-formal learning

Non-formal learning has an important role to play in responding to youth unemployment. This is because it supports development by helping to transform young people's potential, creativity, talents, initiative and social responsibility through the acquisition of related knowledge, skills, attitudes and values. It is often community based and outside of formal institutional contexts (Bamber J., 2012), and thus conforms to the observation that development of entrepreneurial skills can be improved by providing a learning environment in which students interact with 'real people' (for example business representatives) in live projects (Chang & Rieple, 2013).

Our collection of practices in EU Member States shows that non-formal learning in youth work takes place in a wide variation of settings, with more or less well-defined objectives and, most frequently, without evaluation of the results.

Four challenges present themselves for the analysis of how youth work contributes to entrepreneurial learning.

- First, as already mentioned in the introduction and developed in more detail in the previous chapter, **there is still some confusion surrounding the two main concepts: youth work and entrepreneurship.**

- Second, as indicated in the previous chapter, **considering 'youth work' as a profession with professional standards or as a community of practice with shared values is not without problems.** As Kiilakoski (2014) observes, 'Youth work is a relatively loose profession. It relies heavily on tacit knowledge. Even the professional vocabulary is in some cases under-developed.' Many youth workers are volunteers, whose main identity is not necessarily linked in with the work they do with young people — when asked, they present themselves as nurses, carpenters, lawyers, etc., rather than as voluntary youth workers. Our research confirms that the gallery of characters gathered together under the label 'youth workers' is indeed a multi-coloured one, including 19-year-old voluntary scout leaders, sports coaches, project promoters with varied backgrounds and professional (qualified) youth workers leading and managing clubs or other initiatives backed by the public sector.

- Third, the examples that we have collected indicate that **among youth workers we can still detect a certain level of scepticism against taking on board entrepreneurial learning as an objective.** For example, the **Finnish** country expert, analysing the Finnish **Mun Juttu**-initiative (see Annex 3: Case study reports), found that 'although the project partners seem to have mutual understanding of the importance of entrepreneurial skills, one can also find some "old-fashioned" thinking amongst youth workers. Some have argued that entrepreneurship is now a buzzword supported by all stakeholders, meaning that entrepreneurship is now offered as a solution for all existing challenges.'

- Fourth, and as pointed out in the previous chapter, **the idea that youth work creates or indeed aims at entrepreneurial learning is quite recent and not fully anchored within youth work** (Ratto-Nielsen, 2015). Our case studies identify a few initiatives for young people that explicitly strive to create entrepreneurial learning (see e.g. the cases **Ideenkanal**, **KPH** and **Sommarlovsentreprenör** in Annex 3 to this report). However, most youth work organisations and initiatives tend to have a broader scope, even where the name of the initiative signals start-up support or business orientation. In these initiatives, entrepreneurial learning is seen as closely interwoven with efforts to

support and strengthen young people in other respects. This is reflected in the mission statements of the organisations/initiatives as well as in their narratives about their successes and failures.

The **Croatian Spring School of Entrepreneurship** provides an illustrative example (see Annex 3). The initiative has 'entrepreneurship' in its name and its mission statement shows that entrepreneurship is used in the broad sense: 'to provide young people with the self-esteem, knowledge and skills which enable them to start their own enterprises, increase social engagement, continue with education or specialisation, and detect their personal advantages.' Likewise, the overarching goal of the **Irish Solas Business** initiative is to 'develop young people's soft skills, particularly their confidence, self-worth and character', and in spite of the business-oriented title of the programme, entrepreneurial learning appears to address the broad concept of entrepreneurship.

Consequently, **there appears to be a need for demonstrating concretely how youth work, in its different shapes and forms, can and does support entrepreneurial learning** — regardless of whether entrepreneurial learning is explicitly part of the defining mission or not, and regardless of whether the processes and activities are conceptualised by the youth organisation or youth workers or not. In the following, therefore, we exemplify, by using the case studies carried out as part of the data collection for this study, concrete processes and methods in youth work that can contribute to the development of entrepreneurial competences in the broad sense.

To aid the analysis and to avoid terminological misunderstandings, we have taken as our point of departure the competence areas and specific competences that make up EntreComp (the European Entrepreneurship Competence Framework) (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016). The framework is a conceptual model describing entrepreneurial competences as divided into three 'competence areas':

- ideas and opportunities;

- resources;

- into action.

Each of these areas is broken down to a set of competences that together make up the entrepreneurship competence.

To gain a better understanding of to what extent youth work creates entrepreneurial learning, and to see whether specific competences are strengthened more than others, we have used the framework as a lens to classify the entrepreneurial learning approaches that are used. Based on the literature and the cases, we have identified learning approaches that are particularly well suited to strengthening specific competences. We have then looked for examples of how these approaches are translated into learning activities in the initiatives that we have used as cases (see Annex 3, in which all 12 cases are described in detail). Table 4-1 provides an overview of the links between entrepreneurial competences, learning approaches and examples of learning activities.

Table 4-1: Overview of the link between entrepreneurial competence areas, learning approaches and examples of learning activities

Competence area	Competence	Learning approaches contributing to the competence	Examples of activities identified in case studies
Ideas and opportunities	Spotting opportunities	• Programmes (e.g. competitions) that call for young people to submit project ideas of value to others.	• In **Ideenkanal** (LI), criteria for project ideas that will receive support include relevance to society, no link to political parties or religious persuasions.
	Creativity	• Idea-generating processes starting from observation of problems in the real world.	• In the **Solas Business** (IE) programme, school children are encouraged to develop solutions to everyday problems that they encounter.
	Vision	• Processes that use envisioning techniques like visioning the future, scenario building.	We do not have direct evidence that these methods are used in any of our case studies.
	Valuing ideas	• Telling and showing young people that their ideas are valued.	• Explicitly valuing the ideas of young participants is a focal point in most of the initiatives studied.
	Ethical and sustainable thinking	• Activities and initiatives focusing on recycling.	• **Laboratori Urbani** (IT) engages young people in renovating derelict public buildings and converting them into youth centres.
Resources	Self-awareness and self-efficacy	• Creating spaces where young people with different backgrounds work individually or in groups on projects (Bere, 2015). • Any activities where young people are encouraged to present to their peers. • Activities and tools that enable young persons to reflect on their own competences, attitudes and performance.	• The **Social Teahouse** (BG) initiative focuses on improving the life skills of the participants (young people who have been institutionalised through childhood) through working as staff in the teahouse (a social enterprise) under the supervision of youth workers combined with mentoring. • The **KPH** (DK) **social enterprise incubator** actively promotes activities and spaces where the young people meet informally. • Almost all the reviewed cases utilise presentation, usually of project ideas, as an important learning activity. • **Start Your Project** (AT) offers counselling to young participants in all phases of project development. The participants are required to submit a report at the end of the process reflecting on what they have learnt.

Competence area	Competence	Learning approaches contributing to the competence	Examples of activities identified in case studies
Resources	Motivation and perseverance	• Using forms of social interaction that have a particular appeal to young people enhances motivation. • Seeing previous participants as leaders enhances motivation. • Initiatives focusing on project development encourage perseverance.	• The main learning event in the **Ideenkanal** (LI) is organised as a festival with workshops, public presentations and open spaces, but also entertainment and parties. This approach appeals to the young participants. • The **Ubuntu Academy** (PT) and **Young Leaders** (NL) use role models (previous participants) actively as a motivational factor. • Perseverance: most case studies focus on supporting the young participants in developing their own ideas or projects, and teach them how to tackle challenges and adversity.
	Mobilising resources	• Setting up processes supporting young people in obtaining resources for an idea/project.	• The **Ideenkanal** (LI) initiative has a crowdfunding site where young participants present their projects.
	Financial and economic literacy	• Giving youth organisations the responsibility for managing public resources. • Initiatives that include funding of projects developed by young participants.	• In **Laboratori Urbani** (IT) youth organisations manage municipal 'labs' (activity houses for young people in disused public properties), including fundraising and financial management. Several of the cases we studied include a funding component, where young participants are awarded financial support for their own projects. • **Start Your Project** (AT) includes a funding component (max. EUR 500 per project). • **The Social Teahouse** (BG) includes outside activities where groups of participants are responsible for defined tasks and a small budget.
	Mobilising others	• Initiatives that utilise partnership, sponsorship and networks • Use of social media to obtain backing for ideas or projects.	• **Solas Business** (IE) pairs schools and companies — staff from companies serve as mentors for a class at school. • To get funds for the projects in **Ideenkanal** (LI), the participants promote their ideas using social media.

Competence area	Competence	Learning approaches contributing to the competence	Examples of activities identified in case studies
Into action	Taking the initiative	• Giving positive feedback and allocating resources to young people's initiatives. • Building on young people's own initiatives.	• The **KPH** (DK) incubator supports young people with an idea for a venture, be it a social or a fully commercial enterprise, with space, networking opportunities and access to knowledge and feedback.
	Planning and management	• Training in project basics. • Counselling providing feedback to participants' project ideas and plans.	• **Start Your Project** (AT) offers counselling to young participants in all phases of project development. The participants are required to submit a report at the end of the process reflecting on what they have learnt.
	Coping with uncertainty, ambiguity and risk	• Assigning mentors to young people's projects. Mentors can support in critical situations or phases in a project (Ratto-Nielsen J., 2015).	Several of the initiatives that we have identified employ mentoring as an important way of supporting entrepreneurial learning. For example: • the **KPH** (DK) incubator provides access to an external mentor network of 100 experienced experts and businesspeople, and internal mentors (young people more advanced in implementing their projects); • the **Solas Business** initiative assigns mentors from businesses to school classes to support them in understanding the transformation from idea to reality.
	Working with others	• Activities that bring together young people with different cultural and social backgrounds (Bere, 2015). • Activities where participants are asked to take different roles in a group. • Activities where participants are asked to communicate their insights to a wider group outside the initiative itself.	• The **Mun Juttu** (FI) project organises workshops in art, sports, etc., where participants have different roles. Through this set-up the participants learn how to pay attention to other people's ideas and thoughts, how to communicate and present their own ideas. • In the **Spring School for Entrepreneurship** (HR) the participants are asked to lead workshops in schools and youth organisations on topics like CV writing or project development.
	Learning through experience	• Work-based learning, if subjected to reflection, can help develop entrepreneurial competences and attitudes.	In most of the case initiatives, participants work individually or in groups with project development, fundraising, or cultural production (events, filmmaking, etc.). • In two of the initiatives (**The Social Teahouse** (BG) and **Laboratori Urbani** (IT)), work in the physical sense is part of the entrepreneurial learning process.

Table 4-1 illustrates that **entrepreneurial learning in youth work settings often use the participants' own projects as the main vehicle for learning,** which in itself strengthens entrepreneurial competences. Using the participants' own projects as the starting point, a wide range of non-formal and informal learning activities that strengthen entrepreneurial competences is possible, including the following.

- **Group processes**, in which participants learn how to move from problem to ideas, from ideas to prioritisation and the selection of an idea to develop, and, finally, to the development of solutions. At the same time, these processes create learning about working in groups and exhibiting mutual respect, but this is not always made explicit or subjected to reflection among the participants.

- **Feedback from others** (mentors) introducing 'the outside world' into the safe space of the initiative.

- **Training in concrete skills** like fundraising or presentation skills.

- **Group activities that utilise mutual feedback and group synergies** to enhance the self-awareness of the participants.

These learning activities no doubt enhance entrepreneurial competences in the participants, witnessed by the generally quite impressive success rates of the initiatives.

It is remarkable, however, that **the initiatives apparently make very little use of the communication forms preferred by the young generation, i.e. social media and ubiquitous access to the internet via mobile platforms.** A few of the initiatives use social media for recruitment of participants, and the projects that are developed by the young participants may be within the technological sphere (such as developing ideas for apps), but the learning processes themselves appear to utilise mostly 'analogue learning'.

Furthermore, looking at the initiatives from the perspective of the three competence areas in the EntreComp framework, the learning that takes place in most of the initiatives is predominantly in the two first areas ('Ideas and opportunities' and 'Resources'). Except for a few cases (the KPH incubator (DK), the Social Teahouse (BG), Laboratori Urbani (IT)), learning by experience appears to be restricted to experiences within the boundaries of the initiative itself, complemented in some cases by 'collateral activities' like arranging events or outings. Thus, **there appears to be unused potential in extending the learning-by-doing approaches beyond the relatively abstract sphere of project development.** Even where there is collaboration with local companies, schools, or NGOs, this is often restricted to recruiting people for assessment panels or boards that evaluate the young participants' projects, and not for responding to the challenges of the collaborating organisations.

In the following, we zoom in on the role of partnership and cross-sectoral collaborations in supporting entrepreneurial learning.

4.3. Partnerships and cross-sectoral collaborations

There is strong evidence that providing young people with opportunities to learn, develop and practice their entrepreneurial skills in real life has significant benefits (Rasmussen & Sørheim, 2006; Chang & Rieple, 2013). Creating opportunities for more holistic learning

typically requires collaboration and partnership between sectors, e.g. between youth work, public authorities, formal education or training providers, businesses and NGOs.

For example, partnerships with employers (whether private businesses or public organisations) that allow experiential work-based learning would appear to offer clear benefits to both parties. It can give students a more holistic and realistic learning experience, improve their self-efficacy, strengthen links between education and businesses and offer businesses the opportunity to help shape the skills of future employees (Hynes, Costin & Birdthistle, 2011; Lucas, Cooper, Ward & Cave, 2009; Bureau, Salvador & Fendt, 2012).

In order to understand the role of partnerships in youth work-based entrepreneurial learning, we have mapped the collaboration between our case projects and partners in their outside world. Table 4-2: illustrates for each project the main roles of the partners together with the types of partners collaborating in these respects.

Table 4-2: The main roles of partners together with the types of partners for each project

Case example	Roles of partners						
	(Co-) funds the initiative as donor or sponsor	Contributed in the development of initiative	Collaborates in recruitment of participants	Collaboration on events and projects	Provides mentors/ coaches	Provides training	Uses the initiative's facilities for external purposes
Ideenkanal	P	P	M		C L N		
KPH	P Y		Y	N	C N Y		C N
Laboratori Urbani	P	P Y N	P Y	N P E			C N
Mun Juttu	E C	C P N	P			E	
OctoSkills	G	N					
Spring School of Entrepreneurship	P	N	P N		C	P Y	
Solas Business	C L	C			C L	E	
Sommarlovsentreprenör	P C	P E	P		C		
Start Your Project	G				G N		
The Social Teahouse	P L N						C P
Ubuntu Academy	N	N	P		P C N	E	
Young Leaders	P	P N	P				

Key to abbreviations in table:
C: local companies (public or private); E: education institutions; G: national ministry; L: large corporations; M: local media; N: NGOs and associations; P: local or regional public authorities; Y: young participants and ex-participants

At a first glance, the picture appears very complex. However, at a closer look, several interesting observations present themselves.

First, most projects collaborate with local or regional authorities, most of them even in connection with several aspects of the initiative's operations. Municipal or regional employment services have been directly involved in the development of more than a third of the initiatives and are involved in the recruitment of young people in half the programmes.

It is important to establish quality partnerships, especially with the employment service … The employment service can reach out to the target group and offer them the programme as an opportunity to change their employment status. Moreover, it has developed a network of the employers and entrepreneurs who can be involved into the project in various ways (sharing their experience, providing real-life examples, networking etc.) (Case: Spring School of Entrepreneurship, Annex 3).

Most initiatives receive resources from municipalities, either in the form of direct funding, or in the form of venues where the activities can take place. Central government mainly plays a role in the provision of funds, but this is usually only in the initial phases of a project. An exception is the Austrian 'Start Your Project', where the national state-funded youth centres implement the project.

The second most important type of partner is associations and other NGOs. In half the initiatives a diverse range of youth organisations, business associations, SME associations and charitable organisations have been or are involved in the development and dissemination of the concepts used in the initiatives. In a third of the initiatives, NGOs provide mentors for young participants. Finally, some initiatives collaborate with NGOs in connection with events with relevance for entrepreneurship. For example, the Danish **KPH** incubator not only hosts the **Danish Social Innovation Club** (Dansic), a social innovation NGO in Denmark, but actively co-hosts events and workshops with Dansic.

Three initiatives rely on young people as active partners. In the Danish KPH initiative, young entrepreneurs at a more mature stage are mentors for other young entrepreneurs. In the Italian **Laboratori Urbani**, young people and youth organisations have developed proposals for the activities that could fill the derelict urban buildings and have participated in the design phase of the renovation. Finally, the Croatian Spring School for Entrepreneurship relies on the participants in its non-formal training programme to disseminate their insights by teaching in local schools, youth clubs, etc.

The partnership with employers is overwhelmingly focused on either the provision of funding (a third of the initiatives) or on providing experienced mentors for young participants (half the initiatives). The few initiatives offering incubation services for social or commercial enterprises have created 'spaces of connection' (Arnkil R., 2015). For example, many external partners use KPH's facilities, and KPH co-hosts events on social innovation and social entrepreneurship. Likewise, some of the local labs in Laboratori Urbani support the development and evolution of a small local start-ups. These start-ups benefit not only from the space provided within the lab but also from the opportunity to share and expand their initial business ideas. However, with these exceptions, there appears to be underused potential for partnering with 'external companies' with a view to collaborating on real-world (local or business-related) challenges, thus offering the participants the chance for experience in a real work situation.

Partnerships with the formal education system also appear to be somewhat underused. The exceptions are **Solas Business** in Ireland, the aim of which is to deliver entrepreneurial learning as non-formal learning, but within schools; **Mun Juttu** in Finland, where curricular modules delivered by higher education institutions are an integral part of the programme; and **Ubuntu Academy** in Portugal, where some training modules are provided by schools.

To sum up, the initiatives that we have researched are all ([5]) involved in partnerships with a diverse range of actors, of which municipal authorities, NGOs, including other youth work organisations, and local employers/businesses appear to be by far the most

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([5])   The exception being Octoskills, which is a conceptual development project.

important, reflecting the local nature of the initiatives. The initiatives all emphasise collaboration with external partners as a vital component in succeeding in enhancing the entrepreneurial learning of their young participants. In this light, the observed level of collaboration between stakeholders in the field is surprisingly low.

In the next section, we consider the role and place of social entrepreneurship in entrepreneurial learning.

4.4. Social entrepreneurship

Social entrepreneurship is a recent concept and there is no consensus about its meaning. There appears to be a shared understanding that social entrepreneurship combines innovation and social impact with a sustainable business model (Brock, Steiner & Jordan, 2012). It is, however, how to understand 'social impact' that divides the waters. One school uses a quite narrow understanding in which social enterprises should benefit the most disadvantaged groups in society, mainly through offering employment. Others have a wider perspective, where 'social' is understood as focusing on achieving 'wider social, environmental or community objectives impact' (The Social Business Initiative team, n.d.). The latter understanding is applied by the European Commission in its Social Business Initiative, which offers the following definition of a social enterprise, which we will use as a guide to understanding the role of youth work in social entrepreneurship.

*A **social enterprise** is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities* (The Social Business Initiative team, n.d.).

Social entrepreneurship is the foundation for the starting-up of social enterprises, but can also take place within the realm of the public sector and in civil society (Nyssens, 2006). Through social entrepreneurship, societal challenges can potentially be addressed both in the outcome (product or service creating social value) and in the process itself (employment and inclusion of vulnerable groups).

Although the potential of social entrepreneurship is far from always being realised (Guo & Bielefeld, 2014), social entrepreneurship has demonstrated its ability to promote social cohesion — not least by acting as a pathway to both labour market and social inclusion for vulnerable groups. At the same time, the model has promoted new and more efficient ways of addressing social challenges (social innovation) with the potential for scaling and spreading into new geographical areas and sectors. The business element of social entrepreneurship also entails a financial outcome, which can be reinvested in the social purpose, thereby having the potential to strengthen the sustainability of the social value creation (Baldwin, 2009; SEETF, 2012).

Thus, initiatives that enable young people to embrace social entrepreneurship have — at least in theory — the unique potential to address not only the social- and employment-related challenges of the young people themselves but also wider societal challenges. Youth work is potentially an important enabler in this regard.

Aside from a facilitating role, youth workers and youth organisations can apply social entrepreneurship by implementing sustainable business models integrating young

participants in an employee-type role. In this capacity, youth work organisations can be important partners for social services by providing a more inclusive and facilitating approach to young people than is usual in social work.

To understand to what extent and how youth work embraces social entrepreneurship we have mapped the cases according to their approaches in this respect.

Table 4-3: Mapping of initiatives described in case studies according to their approaches to social entrepreneurship

Case example	Approach to social entrepreneurship				
	The initiative is itself a social enterprise	The initiative is focused mainly on social entrepreneurship	The initiative partners with social enterprises	Social relevance of project ideas is a criterion for participation	Limited or no social entrepreneurship dimension
Ideenkanal		X		X	
KPH		X	X	X	
Laboratori Urbani	X	X	X		
Mun Juttu					X
OctoSkills					X
Spring School of Entrepreneurship		X			
Solas Business					X
Sommarlovsentreprenör					X
Start Your Project					X
The Social Teahouse	X	X	X		
Ubuntu Academy		X	X	X	
Young Leaders					X
Total	2	6	4	3	6

Table 4-3 indicates that social entrepreneurship is the main focus of half of these initiatives, while the remaining initiatives aim to develop the participants' entrepreneurial competences in the broad sense, rather than focusing on the ways that the young participants choose to use these competences. However, representatives of a few of the latter initiatives have expressed that they would like the initiative to move towards social entrepreneurship. In addition, some of the outcomes of the projects that have been developed under the auspices of the initiatives focusing on support for project development can clearly be considered examples of social entrepreneurship. For instance, the Austrian **Start Your Project** initiative has put in place a user-driven innovation process for the design of attractive clothes for disabled people.

The initiatives illustrate quite different approaches to social entrepreneurship. Two of them include a social enterprise among their activities. The Bulgarian **Social Teahouse** may be considered a social enterprise in itself, in the sense that it actually operates as a business, employing vulnerable young people as staff in the teahouse and training them in entrepreneurship at the same time. Likewise, some of the 'labs' within **Laboratori Urbani** include social enterprises. In one lab, for example, NEETs have had the opportunity to learn a profession by working in the lab's cafeteria, and they have now become chefs and managers of the lab's restaurant. Another organises theatre and music activities in collaboration with a local refugee centre. The young refugees from this centre are also invited to conduct language courses (e.g. in Arabic). Hence, the lab is

a space that offers these young people the opportunity to exploit their skills while trying to make a small profit and/or starting a small business.

Three of the six initiatives that focus on social entrepreneurship use participants' ideas as their point of departure. They require that the participants' ideas or project proposals have social relevance in a broad sense. The outcome of these initiatives is thus draft business plans for social enterprises developed by the young participants with support from the initiative:

Project 'Wahlhilfe.li' is an online platform for young individuals to inform themselves about politics and ask questions to politicians. Another project is 'Mychoice.info', an online platform supporting young people to inform themselves about learning pathways by promoting vocational education through interviews with young apprentices. Another project, the 'Free-Velo-Point' provides free shared bikes in Liechtenstein using second-hand bikes that the initiative repairs (Ideenkanal, LI).

The remaining three initiatives focus instead on organising learning activities emphasising the social value of the activities, for example by partnering with social enterprises.

To sum up, social entrepreneurship is clearly being considered by the selected initiatives, but from very different perspectives. Some initiatives are organised as social enterprises, others have adopted social entrepreneurship as an objective, aiming to support young people in creating sustainable social enterprises. Thus, the initiatives illustrate that youth work initiatives are still in a phase where aspects of social entrepreneurship are tested. In addition, the examples clearly illustrate that there is no shared social entrepreneurship model uniting the initiatives. Instead, the concepts and initiatives are adapted very much to the background of the young people in the initiatives, and local needs and opportunities. What appears to unite the initiatives is a shared understanding that it is indeed possible to develop sustainable business models while serving the needs of society.

4.5. Reach, scale and sustainability

The previous sections considered the activities and processes that take place within youth initiatives or programmes, whether they are anchored in a project, a youth work organisation or an enlarged partnership comprising youth work together with education, businesses and/or other stakeholders in a community. In this section, we examine the conditions that need to be in place for good practices to reach their full potential in terms of **scale** (number of young people reached), **reach** (diversity of the participants in terms of background and geography) and, not least, **sustainability** (can the practice continue).

A precondition for the achievement of greater reach and scale is that young people are enrolled in the activities. Consequently, when considering ways to support entrepreneurial learning in the broad sense for Europe's youth, **the methods and channels used for recruitment of young people are just as important as what takes place inside the programmes.** Many of the initiatives described in the case studies collaborate with municipal services, especially where disadvantaged young people are targeted. **Solas Business** in Ireland, however, employs a different approach targeting young people in school. The approach of the **Ideenkanal** in Liechtenstein builds on an observation that young people are interested in approaches to entrepreneurial learning that 'fit' their

lifestyle, and reaching young people requires the use of their media and language. Therefore, the Ideenkanal initiative communicates through social media such as Facebook, along with the magazines and newspapers read by young people.

Hence, if there are sufficient numbers of volunteers who are motivated to continue carrying out an activity, and they manage to organise themselves in accordance with the shared objectives, there is a basis for the continued existence and growth of a project. Likewise, if there are sufficient 'customers' for a project, this may also contribute to its sustainability.

However, there are also other factors with importance for the sustainability of an initiative and its potential for upscaling or transfer to other contexts. Mechanisms for sharing knowledge about successful approaches and their practical use include:

- funding models;

- flexible programme set-up;

- clear concepts;

- organisational anchoring.

Concerning **funding** models, it is a well-known effect of **project-based funding** that a considerable share of projects funded for a limited period will cease to exist when the funding runs out, regardless of the innovative nature of the methods developed and regardless of whether the results exceed those achieved in existing systems (for example, the formal education system or the public employment service). Among the initiatives that we have researched, many were started with single-project funding (including funding from EU programmes). Consequently, securing continued funding is an ongoing challenge for most of the initiatives.

The biggest challenge in terms of scalability is the financial one. The leaders of the initiative and youth workers are capable of handling the growing amount of work, to maintain relation among newcomers and alumni, and relations with the entrepreneurs and the civil service. However, the lack and uncertainty of finances is the main obstacle to the widening of this initiative (Case: Spring School of Entrepreneurship, Annex 3).

Developing a sustainable funding model is therefore a priority for youth work initiatives. As Table 4-4 indicates, the 12 case initiatives represent just as many funding models.

Table 4-4: Funding models

Case example	Main source(s) of funding				
	Public budgets at local/ regional level	Public budgets at national level	Companies	EU programmes and structural funds	Donations from private donors or foundations
Ideenkanal	X		X		
KPH	X				X
Laboratori Urbani	X				X
Mun Juttu				X	
OctoSkills		X			
Spring School of Entrepreneurship	X	X		X	
Solas Business			X		
Sommarlovsentreprenör	X				
Start Your Project		X			
The Social Teahouse			X	X	
Ubuntu Academy	X				
Young Leaders	X				X
Total	7	3	3	3	3

It is remarkable that just as public authorities at local and regional level play a prominent role as partners for the initiatives, the same authorities are also by far the most important sources of funding. In many instances, national and/or EU funds or programmes have financed the initiative in the development phase, but when an initiative is successful and stakeholders call for it to be continued, transferred and scaled up, the same sources are no longer available.

The case examples demonstrate that in most initiatives, quite considerable efforts go into securing resources in the short and medium term as none of the initiatives is fully financed by public funds. Hence, organisations carrying out youth work or implementing programmes for young people (staff as well as volunteers) spend a considerable amount of effort on fundraising by targeting a variety of sources such as charities, national project funds and EU programmes. Only in three initiatives can we identify elements of financing models that may aid sustainability.

User's fees: KPH in Denmark has resorted to claiming a small rental fee from the young people using the facilities of the incubator. The argument is that many of the early projects were unambitious and the young people used the incubator as a place to hang out. KPH then introduced a rental fee for projects that were accepted into the incubator, and according to the project manager, this led to a dramatic change. Unambitious projects left and ambitious young entrepreneurs joined instead. On the one hand, this financing model has the side effect that young people who are unable to pay the fee cannot join the incubator. On the other hand, it is a method that ensures commitment from the young entrepreneurs.

Social enterprise: The Social Teahouse in Bulgaria applies a quite different model since it targets NEETs and is organised as a social enterprise as described above p. 41.

Both models, i.e. user's fee and social enterprise, are suitable for ensuring the financial sustainability of an initiative. The choice of model very much depends on the overall purpose of the initiative.

Crowdfunding: The Ideenkanal initiative in Liechtenstein is successful in using internet-based crowdfunding as a method to secure resources for young participants' projects. However, the method is not extended to pay for staff costs, which are covered by donations from companies, company mentors who participate without being paid and funds from the public budgets.

With respect to a **flexible programme set-up**, many of the initiatives researched in this study rely on public authorities for funding and partnership in relation to unemployed or vulnerable young participants, and it is vital for them that the public programmes be sufficiently flexible to allow for experimentation.

In the first place, the decision-maker shall be flexible and learn to let itself be surprised by innovative 'bottom-up' solutions coming from the young people and aiming to improve young people' entrepreneurial competences. To accomplish this, the public administration must elaborate programs with built-in flexibility mechanisms, avoid to put in place too rigid and detailed plans and keep bureaucratic procedures as simple as possible. Resources and ideas activated locally, especially through 'real' deliberative and participatory approaches, have higher chances of meeting the real contextual needs and hence increase sustainability of the implemented actions (Case: Laboratori Urbani, Annex 3).

KPH is a private organisation, but they receive some funding from the municipality. It has often been difficult to get access to these funds because KPH is an initiative that does not fit into the municipality's normal interpretation of a youth programme. This has meant that they have often been trapped between their own definition and that of the municipality and have had to reconcile these definitions in order to get the funding they need (Case: KPH, Annex 3).

Most initiatives report that bureaucracy remains a challenge despite good relations with key persons in relevant parts of the public authorities at local, regional or national level. Hence, at policy level, there appears to be scope for entering into a more targeted dialogue with relevant youth work organisations on how to ensure more flexibility in the cooperation.

Clear concepts that can be easily communicated and readily understood is another precondition for scaling or transferring an initiative or methodology. Therefore, it is vital that the initiative or methodology be well documented. While most of the cases that we have reviewed have documented their activities, the descriptions are rarely sufficiently detailed to serve as guidelines, and **the link between activities and learning objectives (the 'programme logic') is not always explicit** in documents presenting the initiative. This is a challenge for any youth organisation seeking to apply a model developed elsewhere, since it is difficult to implement an activity without a clear picture of the expected outcome.

Examples of useful types of documentation can be found in **Laboratori Urbani**, where the labs are part of a regional programme, and municipalities and youth work organisations all apply together for funding to start up 'labs' in disused municipal buildings. The programme documents set out criteria for the overall objectives, the cooperation involved, the management of the labs, etc. In the Swedish programme

Sommarlovsentreprenör, the Swedish region, which owns the programme, awards licences to municipalities in Sweden and abroad that want to offer the programme. The licensing of municipalities is dependent upon the certification of its guidance counsellors, who are required to complete a training programme according to a manual for the programme. Thus, in these initiatives, there is an **overall programme structure** aiding scalability and transferability.

A significant share of the initiatives have developed **concepts for non-formal learning programmes and training modules**. Examples include the training programmes offered at the **Ubuntu Academy** in Portugal, which have been transferred to a number of African countries. These programmes all have specific manuals and tools adjusted to the target groups. Likewise, the Dutch **Young Leaders** programme is highly conceptualised. The 'Young Leaders' course is a non-formal education programme consisting of 10 short modules, all following the same pedagogical principles, where the training is divided into steps. Thus, during the first part of the training session activities are designed to move the participants outside their comfort zone and into their stretch and even stress zones. In the second part of the session the participants are introduced to new content and gradually gain new knowledge, skills and attitudes.

Finally, the sustainability of initiatives is strongly dependent on **organisational anchoring**. Organisational anchoring entails having access to an organisation that can take on leading, managing and developing the initiative after the initial phase. Table 4-5 indicates the organisational anchoring of the 12 case initiatives.

Table 4-5: Organisational anchoring of the 12 case initiatives

Case example	Organisational affiliation					
	Free-standing (self-contained) initiative (NGO)	Initiative within existing youth organisation (NGO)	Public youth centres or similar	Local/ regional authority	Private enterprise	Educational institution
Ideenkanal	X					
KPH					X	
Laboratori Urbani				X		
Mun Juttu						X
OctoSkills	X					
Spring School of Entrepreneurship		X				
Solas Business	X					
Sommarlovsentreprenör				X		
Start Your Project			X			
The Social Teahouse		X				
Ubuntu Academy	X					
Young Leaders		X				
Total	4	3	1	2	1	1

While most initiatives were started by NGOs with the support of public funding, they are now organised in a variety of ways. Four of the initiatives have developed into organisations with salaried staff, the numbers of which vary from one to more than 20. Judging from the evidence of the initiatives' own assessment of their successes and the degree of financial precariousness, there appears to be no clear link between the type of organisation hosting the initiative (according to the table) and its sustainability.

4.6. Summing up

This chapter has addressed the entrepreneurial learning taking place in youth work based on the evidence from the 12 case studies on initiatives in the Member States. We have considered the topic from four perspectives, i.e. the processes creating entrepreneurial learning, the partnerships involved, the use of the social entrepreneurship model and, finally, the sustainability of the initiatives. We have found that most of the initiatives have a strong local dimension reflected in the scope of the initiatives, the types of partners involved, the intended outcomes and the organisational models.

However, despite the local beginnings, many of the initiatives have succeeded in transferring their operations into other parts of their country, and in some instances to other countries and even continents. This success can be attributed to clear concepts for the initiative and their ability to create financial sustainability and public support.

5. ENTREPRENEURIAL LEARNING IN YOUTH WORK ADDRESSING SOCIETAL CHALLENGES

Amanda Hill Dixon

Chapter 5 explores ways and the extent to which entrepreneurial learning is being applied through youth work to address societal challenges related to young people. In particular, this chapter analyses its application to:

- tackling youth unemployment;

- tackling youth social exclusion;

- tackling environmental challenges and promoting sustainability.

As can be seen in relation to each of these societal challenges, entrepreneurial learning in youth work is often used to develop the skills, competences and motivations that young people need to become active citizens. Finally, we explore the ways in which stakeholders and sectors are cooperating in this field to promote entrepreneurial learning through youth work to tackle societal challenges.

5.1. To what extent is entrepreneurial learning directed towards societal challenges?

Overall, this chapter demonstrates that great variation across the EU in the extent to which youth work takes the opportunity to address wider societal challenges through entrepreneurial learning and, in particular, the extent to which tackling societal challenges is made explicit in youth work. Only in a few Member States are youth work organisations clearly aware of the contribution that entrepreneurial learning can make.

On the other hand, the research suggests that, in most Member States, there are examples of youth work fostering entrepreneurial learning with a focus on enabling young people to come up with and put into action ideas to address problems they see in the world surrounding them. In addition, youth work generally tends to promote, through non-formal learning, skills and attributes that overlap with entrepreneurial skills and competences. For example, in **Estonia** and **Austria** youth workers often promote entrepreneurial skills such as confidence, initiative and creativity, even if this is not explicitly framed as 'entrepreneurial learning'.

As indicated in previous chapters, the absence of a shared appreciation in youth work communities of the nature and potentials of entrepreneurial learning constitutes a barrier to the premeditated and well-considered use of non-formal entrepreneurial learning to empower young people. This is also true when it comes to the role of youth work in the application of entrepreneurial competences to tackle societal challenges. Implicit

facilitation of entrepreneurial learning does not emphasise the learning outcomes that can be achieved from entrepreneurship education. In turn, the young people do not become aware of the knowledge, skills and attitudes that they have acquired through their participation in various youth work activities, and may not appreciate their own potential for contributing to changes in wider society; they need to be made aware of their own potential for contributing to society beyond their close circles.

In the remaining part of this chapter, we highlight the key examples of the application of entrepreneurial learning through youth work to tackle societal challenges, many of which do so implicitly or not knowingly. We explore these examples across the three main societal challenges that emerged from the country studies, i.e. youth unemployment, social exclusion and climate change. We then go on to explore the importance of stakeholder collaboration in facilitating these initiatives.

5.2. Tackling youth unemployment

In the EU's political agenda, fostering entrepreneurship, and particularly youth entrepreneurship, is considered a crucial means to tackle youth unemployment and social exclusion (European Commission, 2017). Our research shows that the societal challenge that is most often the focus of entrepreneurial learning through youth work is youth unemployment. This is not surprising considering that youth unemployment rose sharply in Europe during the Great Recession, with youth unemployment rates of over 40 % in some Member States such as Greece and Spain in 2016 (Eurostat, 2017). However, this picture varies considerably across the EU, with some Member States experiencing relatively low youth unemployment rates, such as the Czech Republic and Germany. The extent to which youth unemployment is in the focus of entrepreneurial learning in youth work reflects this variable situation across Member States.

Our research shows that in many Member States, entrepreneurial learning in youth work is used in different ways to tackle youth unemployment and facilitate young people's participation in the economy and in society.

Youth work activities that target young unemployed people, and in particular NEETS, are found all across the EU. Some of these initiatives focus directly on social innovation in a local context. In **Ireland**, **The Yard** is a social enterprise and 16-week skill-development programme for NEET males aged 16-23. The NEETs are taught a range of skills such as woodworking and bicycle repair. They also learn how to run a social enterprise (Solas Project, 2017). Similarly, in **Croatia**, Job clubs, known as '**Črnkas**', have been established in the Municipality of Zagreb. The project is designed to provide unemployed young people with all the skills needed to enter the labour market, meet potential employers and obtain negotiation and problem-solving experience through assignments that also focus on teamwork.

A slightly different approach involves wider groups of young people in addressing challenges in the local community. In **Italy**, the **Milan Young Citizens** (MYC) project was launched by the City of Milan in 2015 in cooperation with private third-sector partners and with financial support from the National Association of Italian Municipalities. The project has been developed within the smart city strategy of Milan. The overall goal of the initiative is to identify innovative ideas that respond to problems associated with unemployment and social exclusion faced by young people. Emphasis is placed on the innovation that can arise from investment in the potential of young people who contribute with their ideas to foster smart development of the city. In **Slovenia**, the **I open the door myself** (SLO) project arose from the need for new employment

opportunities by encouraging entrepreneurship and the search for innovative approaches to the prevention of unemployment. The programme includes experiential workshops, project work, mentoring and networking.

Finally, as described in the previous chapter, a third category of initiatives focus directly on the creation of social enterprises as a mechanism, not only for creating employment but also as a mechanism for social inclusion. In **Cyprus**, for example, there is a range of employment-focused entrepreneurial learning initiatives in youth work. For example, the **National Entrepreneurship Scheme** promotes youth-led enterprises, and the **Social Enterprise Scheme** subsidises the training of youth groups interested in social economy as well as the development and dissemination of tools to help them in setting up and managing a social enterprise.

One of the reasons why entrepreneurial learning is seen to be so suitable for tackling youth unemployment is because entrepreneurship has the potential to create employment not only for the entrepreneurs themselves but for others as well. There is some emergent evidence related to the potential impact of entrepreneurial learning initiatives in youth work on youth employability and employment. For example, in Ireland, the US-based **Network for Teaching Entrepreneurship (NFTE)** programme was shown in 2001-2003 to be successful at increasing career aspirations, interest in attending college, business knowledge, leadership behaviour and belief in the ability to attain a goal in the young people involved. This programme helped young people aged 12 to 18 to develop the skills through an experiential in-depth learning with a strong manualised curriculum delivered by teachers and youth workers through in-school and out-of-school activities. The programme worked in particular with young people in disadvantaged communities to help them realise their potential and use and develop their skills and talents. In Belgium the respondents mentioned that young people enrolled in their entrepreneurship education programmes are more likely to get a job or start a business after attending the programmes. However, there is a need for more consistent and robust evidence about the impact of youth work-based entrepreneurial learning on youth unemployment and the employability of young people.

Not many public authorities in the EU consider involving youth work in fostering entrepreneurial learning with a view to tackling youth unemployment. On the other side of the coin, **not many European youth work organisations consider combating youth unemployment as an** objective. In some cases, this is because entrepreneurial learning is seen as incompatible with their approach to youth work or with broader sociocultural contexts, or because there simply is no focus on youth unemployment in certain countries.

For example, in **Germany**, youth work efforts are focused on integrating NEETs and disadvantaged young people into the labour market, not by fostering entrepreneurial competences, but by supporting the young people through occupational training, qualifications and employment. Some of the German youth work organisations and youth workers express a concern that if they embrace entrepreneurial learning their work will be restricted to activities that aim at helping young people to be self-supporting; in addition, the youth work organisation will be assessed and receive public funding according to whether they offer a 'return on investment'. Instead, they wish to focus on the entire life of the young people they work with. This suggests that in order to encourage the uptake of entrepreneurial learning as an approach to tackle societal challenges among youth workers in Germany, a broader understanding of 'entrepreneurial learning' as being about more than business creation and economic gains needs to be fostered. Another type of issue is found in **Sweden**, where the state tends to be recognised as the source of solutions to big societal challenges, so there is minimal focus in youth work on entrepreneurial learning to tackle youth unemployment. However, the relationship between the state and citizens is not static and, as it has

changed over time, the role of entrepreneurial learning through youth work to tackle societal challenges may be reassessed.

While some respondents reported that there is further potential for applying entrepreneurial learning through youth work to tackling youth unemployment, others pointed out that entrepreneurial learning is not sufficient for tackling youth unemployment and that entrepreneurship 'is not for everyone' and must be combined with other measures and opportunities. In turn, several respondents stressed that it is important to recognise that **entrepreneurial learning is about more than employment, the economy and business. It can and should be about identifying and tackling social challenges too.** For this to be realised, it is important to transcend the 'narrow' meaning of entrepreneurship that is focused on the economic competences for new venture creation (Maria-Carnmen Pantea, 2014). In order to tackle societal challenges entrepreneurship must be understood by youth workers in its broader sense as a set of skills and a way of thinking that help turn ideas into action, such as spotting opportunities, creativity, problem-solving and risk-taking, rather than business knowledge alone.

5.3. Tackling social exclusion

There are already plenty of examples of youth workers who employ the broad approach to entrepreneurship and engage in providing entrepreneurial learning that goes beyond the focus on business skills and self-employment. This is particularly the case where initiatives seek to counter social exclusion and discrimination. In fact, in some Member States, such as **France**, the promotion of social inclusion and citizenship — rather than the integration of young people into the labour market — is the primary focus of entrepreneurial learning through youth work.

As is the case for youth work initiatives aiming to improve employment, the initiatives that promote social inclusion are often targeted at groups with specific difficulties. In **Ireland**, the **U-Casadh** project works to reduce the social isolation of ex-prisoners aged 18 and over. It provides services to improve personal stability around housing, independent living and recovery from addiction, as well as training and development, including literacy, woodcraft, horticulture, security guarding and social enterprise incubation for start-ups (U-Casadh, 2017). In **Lithuania**, the key beneficiary group for youth work in relation to social enterprises are disabled young people. In **Germany**, a few examples of combating social exclusion through entrepreneurial activities, such as supporting NEETs in running a small café or producing and selling products, or by helping young refugees run a hotel, have gained some attention in the German youth work sector through articles in youth work magazines or by receiving awards. In **Bulgaria**, the **Sheltered Café** is the first cafe in Sofia where young people with learning difficulties work as waiters. It is a fully privately funded initiative and a continuation of a **Day Care Centre** launched in 2013. The Day Care Centre has enabled 30 young people with slight and moderate intellectual disabilities to acquire work, life and entrepreneurial skills such as communicating with others, performing specific tasks, concentrating, money-handling skills, telling the time, improved speaking skills, learning to control their emotions, etc. (Maria's World Foundation, 2017).

A different type of initiative focuses on improving the inclusion of vulnerable groups of young people. In **Sweden**, **Unga Örnar** is one example where young people can start their own company or project linked to that to improve the living conditions of children and young people and prevent social exclusion. In the **United Kingdom**, the **Warwickshire Association of Youth Clubs** (WAYC) runs a project funded by the

Erasmus+ programme called **Using your iNEETiative** — practicing grass-roots activities as a way to support the social inclusion and active citizenship of young people in NEET situation.

A few more high-profile initiatives seek to combine support for young people threatened by exclusion with the development of solutions to social needs in the local community. In **Portugal**, the **Ubuntu Academy** is a non-formal education project developed by priest António Vieira Institute in 2011 (IPAV, 2017). The academy aims to train young people with high leadership potential who come from contexts of social exclusion. The main objective of the project is to empower participants to create and develop innovative projects that respond to the social needs of their community. The project promotes different activities such as seminars with guest speakers, conferences about leadership and social entrepreneurship, workshops, residential weekends, special initiatives and a final trip to South Africa.

These examples serve to demonstrate that entrepreneurial learning is applied to a wide range of target groups of young people threatened by social exclusion. The target groups include young people with a criminal record; young people vulnerable to radicalisation; disabled young people; young NEETs; and young people with learning difficulties. Interviewees in **Estonia** pointed out that focus on entrepreneurial learning can show young people that success can be achieved in places other than school, where they can gain recognition for achievements that are often valued in schools. Indeed, Ms Epp Vodja, CEO of JA Estonia, reported that the best entrepreneurial students in Estonia are not always those who have the best academic results. This suggests that entrepreneurial learning in non-formal education settings can offer an important alternative pathway and transition route for young people, without prior academic achievement.

However, a key barrier to applying entrepreneurial learning through youth work to tackle social exclusion, which was identified in a number of country case studies, is the fact that youth work initiatives often attract more privileged, engaged and resourceful young people, while disadvantaged young people who would benefit from such activities fail to get involved, unless they are identified as a specific target group for an initiative. The main barriers to participation in youth work activities include weak socioeconomic backgrounds, low education levels and cultural circumstances (e.g. absence of a family tradition of engaging in youth work activities). For example, in the **Czech Republic**, according to the country research, entrepreneurial learning in youth work settings almost exclusively involves the young urban population with higher educational levels and a good social background. In contrast, a traditionalist view on education and work prevails in rural areas.

In addition, the country research indicates that, in some Member States, the general public tend to consider voluntary youth work to be a spare-time activity that few people, especially those with fewer resources, can afford to spend time, energy and resources on. Coupled with a narrow approach to entrepreneurship, there is a reluctance among the population to engage in activities that aim to strengthen entrepreneurial competences. Thus, in **Slovenia**, because of the absence of adequate safety nets in case of unsuccessful entrepreneurial initiatives, young people in socially and economically weak positions are much less inclined to engage in entrepreneurial learning, to avoid possible (economic) entrepreneurial risks.

In **Romania** and **Slovakia** the respondents identified a lack of basic literacy and numeracy skills among some groups of young people as a significant barrier to the implementation and uptake of entrepreneurial learning to tackle social exclusion. For example, in Slovakia, the marginalised Roma communities suffer from a lack of basic skills such as the Slovak language, and this is seen to impede their involvement in the entrepreneurial learning that takes place in youth work. This contrasts with the findings

mentioned above (in relation to **Croatia** and **France**) suggesting that entrepreneurial learning in non-formal education settings can be particularly suitable for engaging and including young people with a low level of academic achievement. This indicates that, if social inclusion is one of the aims of entrepreneurial learning through youth work, it is important for youth workers to create entrepreneurial learning opportunities that are accessible to young people with learning difficulties and/or low literacy and numeracy skills.

Nevertheless, making entrepreneurial youth work opportunities more accessible and inclusive does not automatically lead to positive outcomes. In Belgium, for instance, it has been argued that the more open the youth work structures become to accommodate marginalised and 'hard-to-reach' young people, the positive effects from the youth work seem to decline. This has been referred to as an 'accessibility paradox' (Coussée, Roets, & De Bie, 2009). It is important to address and resolve this problem to prevent entrepreneurial learning through youth work from reproducing and amplifying the existing dynamics of social exclusion and inequality.

5.4. Tackling environmental challenges

This chapter illustrates that entrepreneurial learning through youth work can create synergies with activities aimed at addressing issues related to environmental challenges, notably sustainable energy use-related issues and climate change. Such issues are closely connected to young people's lives, given that the younger generations are most likely to face the consequences of environmental challenges (Graham: 'G' Research Institute on Climate change and the Environment, 2017).

In **Croatia**, for example, the energy cooperative **Kaštela** brings together the municipal authorities, civil-society organisations and a local elementary school with the goal of popularising and supporting citizens' use of renewable energy. The particularity of this cross-sectoral project is that the elementary school in the local community seeks to educate its pupils on the relevance of renewable energy, sustainable development and environment protection. By using non-formal learning methods, pupils are becoming familiar with their role in the local community, and help create a sustainable community.

A different approach to combining entrepreneurial learning with efforts to create a more sustainable society is illustrated by the **Danish** programme called **Social Enterprise 360**, where students from 19 years of age all over Denmark can participate by submitting a video detailing their ideas for an enterprise that will contribute to a better and more sustainable society (Fonden for entreprenørskab, 2017). In **Hungary**, many youth-led social enterprises operate in the recycling sector and work with environmental sustainability. In **Luxembourg**, **LIFE** is an independent and self-organised eco-creative youth forum that gives young people the opportunity to take action on different topics concerning sustainability, friendship and creativity. It is organised as an online platform.

Evidently, a range of entrepreneurial learning opportunities through youth work are being taken up by young people to tackle climate change and protect their futures.

5.5. The role of stakeholder cooperation in relation to societal challenges

As in most youth work initiatives, the importance of stakeholder cooperation is a key factor in facilitating successful initiatives, when the initiative seeks to combine entrepreneurial learning with efforts to tackle societal challenges. In practice, cooperation in this type of initiative most frequently involves youth work organisations, formal education and/or the private sector to provide effective entrepreneurial learning opportunities to young people.

For example, in the **Czech Republic** an important initiative is **Asociace společenské odpovědnosti** ('Association for Social Responsibility'), a project that started as a student initiative but developed into a frontrunner of corporate social responsibility (CSR) in the Czech milieu. This association brings together stakeholders from the corporate sector, SMEs, NGOs and the public sector, along with creative individuals (young entrepreneurs), to facilitate cooperation on entrepreneurial activities with a social impact. By bringing this range of stakeholders together, the initiative has become the leading CSR platform in the Czech Republic. Similarly, the **Social Ubuntu Incubator** in **Portugal**, which challenges participants to present ideas responding to a social need and transform these ideas into social enterprises, is based on a cross-sectoral partnership with various universities, companies and civil-society actors.

In other Member States, public authorities at different levels have initiated stakeholder cooperation to facilitate entrepreneurial learning. For example, the **Youth Guarantee** scheme in the **Netherlands** is implemented as a cooperative effort between the Ministry of Social Affairs and Employment, the Ministry of Education and regional and local municipalities. In this way, the Dutch government has developed a comprehensive approach to tackling youth unemployment to be carried out with all the relevant stakeholders at the regional and sectoral levels. The approach is based on the premise of the shared responsibility of the stakeholders, i.e. the young people themselves, public authorities (at all levels), the social partners and educational institutions. The 'Youth Unemployment Ambassador' programme, which is part of the Youth Guarantee scheme, acknowledges and promotes entrepreneurship as a possible route to youth employment.

Across these examples, stakeholder cooperation is used to:

- access and secure resources for entrepreneurial initiatives and learning;

- provide a wider and more comprehensive array of learning opportunities;

- draw on the expertise and insights of a range of sectors and organisations.

In addition, cross-sectoral stakeholder cooperation shows young people that entrepreneurial learning is applicable to the full range of societal challenges, and not only to economic goals or the reduction of youth unemployment.

Some country case studies have identified a lack of cooperation between stakeholders as a factor inhibiting the application of entrepreneurial learning to tackle societal challenges. For example, in Ireland, entrepreneurial learning opportunities are delivered by many different organisations, and there is little evidence of collaboration between the various actors. Each actor works independently, often pitching similar programmes separately to the same schools. This lack of collaboration is recognised in the policy paper 'Better Outcomes Brighter Futures: The national policy framework for children and young people' (2014), which commits the government to facilitating the development of entrepreneurial skills through schools and by strengthening

links between businesses, schools and youth organisations 'to promote the training, employment and entrepreneurship of young people'. Similarly, in Austria, the main policy recommendations for reducing the number of NEETs refer to the need to improve the status of youth work and better networking with institutions responsible for young people, i.e. schools, training institutions, public employment services, the provinces and other institutions (WISO, 2013). This suggests that in some places better stakeholder cooperation could help to realise the potential of entrepreneurial learning to tackle societal challenges.

5.6. Summing up

- Entrepreneurial learning through youth work is used in varying degrees across Europe to strengthen efforts to tackle societal challenges.

- Key societal challenges that are the focus of entrepreneurial learning through youth work include youth unemployment and social exclusion, along with environmental protection and sustainability.

- Across these challenges, entrepreneurial learning through youth work is being used to foster a broad set of skills and competences among young people that helps them to become active citizens.

- However, the application of entrepreneurial learning through youth work to tackle societal challenges is not suitable for all young people, all youth work settings or all country contexts, although the broader definition of entrepreneurship helps to make it appealing to a wider audience.

- The cooperation of stakeholders to promote entrepreneurial learning through youth work is a key factor for determining the success and appeal of initiatives.

6. MEASURING, ASSESSING AND VALIDATING ENTREPRENEURIAL LEARNING IN YOUTH WORK

Sigrid Nindl and Viktor Fleischer

With the Council resolution on the recognition of the value of non-formal and informal learning within the European youth field, youth work became established as a part of the policy discourse (Williamson, 2015). The validation of non-formal and informal learning — also in youth work — is connected closely to the development of the European Qualifications Framework (EQF) in 2008. The EQF was part of a shift toward measuring learning outcomes 'to facilitate transparency and understanding of qualifications in terms of what people know, understand and are able to do regardless of where or how the learning was acquired' (Schild, 2011). Most EU Member States have already developed their own national qualifications frameworks (NQFs) linked to the EQF (Schild, 2011).

The EU strategy for youth — 'Investing and empowering', which was confirmed in the Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018) states that 'complementary to formal education, non-formal education for young people should be supported to contribute to lifelong learning in Europe, by developing its quality, recognising its outcomes, and integrating it better with formal education' (Schild, 2011). The flagship 'Youth on the move' initiative of the Europe 2020 strategy is expected 'to support the engagement of young people in society through all levels of education and youth policy' (Schild, 2011).

At the national level, the validation of non-formal and informal learning in the youth field has become a more important issue over the past years (European Commission and the Council of Europe, 2011). However, most Member States still have not implemented their programmes for validating and recognising non-formal and informal learning.

The Council Recommendation of 20 December 2012 (Council of the European Union, 2012) called upon the Member States to develop, by 2018, arrangements for validating non-formal and informal learning. Within the Erasmus+ programme, 'Erasmus+: Youth in action' is the programme chapter for non-formal education in the field of youth. In the EU work plan for youth 2014-2015, all Member States (except the United Kingdom) agreed to increase emphasis on further developing youth work and non-formal and informal learning. In particular, they would consider how these actions could help address the effects of the economic crisis on young people (Williamson, 2015). The current work plan for youth 2016-2018 builds on the former work plan with priority themes such as the improved social inclusion of young people, greater participation of young people in democratic life or the contribution to address challenges and opportunities of the digital era for youth policy, youth work and young people (Council of the European Union, 2015). Studies on youth entrepreneurship and youth work and on the impact on the internet and social media on youth participation and youth work are part of a list of specific actions in line with these priorities, (Council of the European Union, 2014).

The Council conclusions of 11 May 2012 on fostering the creative and innovative potential of young people recognised that 'non-formal and informal learning, as well as formal education and training, are indispensable to develop competences and skills for employability, achieve better inclusion of young people on the labour market and in society in general' (European Union, 2012). The 'creative and innovative potential of young people through entrepreneurship' is key to smart, sustainable and inclusive growth. Youth work and youth organisations are perceived as important channels for developing the competences of young people. But competences acquired through non-formal and informal learning are still undervalued, and are not yet adequately given a validation that will strengthen young people's capacities and future role in the labour market, for example as employees or entrepreneurs (European Union, 2012).

The Council conclusions on promoting youth entrepreneurship to foster social inclusion of young people consider entrepreneurship to be 'an important element with regards to the autonomy, personal development and wellbeing of young people' (Council of the European Union, 2014). In particular, social entrepreneurship is seen as a model that can 'appeal to young people and give them the chance to provide innovative responses to the current economic, social and environmental challenges'. Youth policy must support young people from early on in life in fostering a spirit of entrepreneurship. Youth work and voluntary activities among young people must be promoted not only to enhance entrepreneurial mindsets and skills, but also to support social entrepreneurship and digital skills, and thereby allow young people to develop their potential fully.

Together with these policy developments, a range of tools and instruments has been developed to recognise and validate the outcomes of non-formal and informal learning in the EU.

In the context of this study, information about available measuring, assessing and validating tools for entrepreneurial learning in youth work was gathered in country reports. The results are summarised in the following sections.

6.1. Availability of measuring, assessing and validating tools for entrepreneurial learning in youth work

When asked about measuring, assessing and validating entrepreneurial learning in youth work, the national experts referred to different policy fields and initiatives in their Member States. Most of the country reports start with a statement that there are no national assessment frameworks for entrepreneurial skills in youth work (Bulgaria, Croatia, Cyprus, Denmark, Estonia, France, Hungary, Ireland, Lithuania, Luxembourg, Poland, Sweden, Spain). The reasons for this include that they are in the early stages of developing such tools, but also that youth work often does not include clear references to the world of work.

Only two Member States (Finland and Austria) provide examples of fully developed assessment and validation frameworks that cover entrepreneurial learning, and they are widely used in youth work and other sectors simultaneously. Most of the reported approaches tend to either focus on assessing entrepreneurial skills or assessing competences acquired in the field of youth work. Although both fields generally overlap, these approaches rarely cover both fields at the same time. Rather than being comprehensive frameworks, the country reports provide individual examples of certificates, projects or other quality assurance initiatives. These findings are comparable with the results of a recent Eurydice report (Eurydice, 2016) that stated

that not many Member States have detailed approaches to monitoring the progress and impact of entrepreneurship education.

6.2. The assessment of entrepreneurial skills

The Entrepreneurship Competence Framework 'EntreComp' (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016) is quite new, and hence it has not yet been fully implemented at national level. Below we consider the national frameworks that have been developed, some of them with reference to the European Key Competence Framework.

Only **Finland** and **Austria** provided examples of **comprehensive frameworks** for assessing entrepreneurial skills. **Finland** reported about a comprehensive set of tools for measuring learning outcomes of entrepreneurship education developed by a higher education institution. These tools are designed to be used by teachers and principals working at primary, secondary, upper secondary and VET levels; educators working at universities of applied sciences; teacher educators working at universities, teacher training colleges and universities of applied sciences; and, finally, student teachers studying at universities and universities of applied sciences (LUT, 2017). These web-based, self-evaluation tools allow the user to answer specific questions online and then receive personal feedback. However, the tools are mostly used by teachers and schools, and not by youth workers.

Moreover, the **Austrian TRIO Model for Entrepreneurship Education** developed by the impulse centre **eesi** comes close to the idea of such a comprehensive framework. Its reference framework for entrepreneurial skills includes six levels of competences and three competence areas. Thus it describes the ability to define personal goals, justify them, evaluate and successfully show these competences in practice, i.e. under competitive conditions ([6]). The background understanding of entrepreneurial learning starts gradually with an initial entrepreneurial experience, and then developing an entrepreneurial culture and mindset.

Spain reported on a new framework named **Escala de Actitudes Emprendedoras para Estudiantes** (Entrepreneurial Attitudes Scale for Students) for high school and university students. However, not much information is available yet.

More often than comprehensive frameworks, the Member States introduced **certificates** for entrepreneurial skills acquired in different institutional contexts. Member States such as **Austria** or **the Netherlands** use a tool called an 'entrepreneurship passport'. **The Netherlands** has such a tool, which certifies entrepreneurial knowledge and experience achieved in all learning activities previously undertaken by the student ([7]). A similar **French** certificate, which is provided through a 1-year training programme, is also highly focused on entrepreneurial skills. Thus, an official diploma certifies the entrepreneurial competences acquired through active participation rather than exam results. In **Wales** (United Kingdom), the Careers & Enterprise Company is developing enterprise passports to serve as a complete digital record of a student's extracurricular and enterprise-related activities (Department for Education, 2014). **Ireland** has a certificate providing evidence of leadership skills that also includes some elements of entrepreneurial learning (Foróige, the National Youth Development Organisation, 2017).

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[6]   http://www.eesi-impulszentrum.at (25.4.2016).

[7]   Pupils interested in obtaining the passport can apply online at http://www.ondernemend.nu/algemene-informatie/thema/ondernemerschapspaspoort

Table 6-1: Reported national approaches towards assessing entrepreneurial skills

Country	Approach	Type*
FI	MTEE — Measurement tool for Enterprise Education	1
AT	TRIO Model for Entrepreneurship Education	1
ES	Entrepreneurial Attitudes Scale for Students	1
FR	Certificate under the roof of the PEPITE-programme	2
NL	Entrepreneurship passport	2
IE	Foundation Certificate in Youth Leadership and Community Action	2
BG	JA Bulgaria certificates	2
CZ	Social Impact Award	3
IT	Guidelines for assessing transversal skills	4

Source: Own elaboration based on country reports.
Reading help:
* Types of approaches elaborated from the project team's assessment.
1 = Systematic assessment frameworks.
2 = Certificates provided within a non-formal learning context.
3 = Singular initiatives that include assessing entrepreneurial skills
4 = Regulations and guidelines at national level.

A number of **individual initiatives** take the form of awards. For example, the Czech Social Impact Award, supported by one of the largest banks in the **Czech Republic**, simultaneously addresses youth workers and young entrepreneurs. Criteria for projects that receive awards include self-organisation and an independent approach to making a positive impact on society.

Some Member States, such as **Portugal**, report on **curricular** or otherwise **formal regulations and guidelines** to help implement the assessment of entrepreneurial skills. Member States reporting at this level are often in the early stages of implementing assessment tools and can therefore only refer to basic regulations. **Italy** recently issued official guidelines for primary and lower-secondary schools that would establish a certificate of transversal competences, among them 'initiative and entrepreneurship attitudes'. With regard to ISCED 1-3, entrepreneurship can be found in Slovenian curricular documents as one of eight key competences (with regard to entrepreneurship competence as defined in the European Reference Framework for Key Competences in Lifelong Learning). Curricula for social studies, natural science, technology or business economics include some learning outcomes linked to developing entrepreneurial skills and attitudes.

In addition to these approaches, some initiatives are explicitly based on **European initiatives and tools**. **Youthpass** [8] is the most prominent tool for reflecting and describing learning outcomes of entrepreneurial learning as reported by Italy, Latvia and Estonia. Youthpass is not only used at the national level, it also initiates transnational cooperation. Latvia, for example, teamed up with Estonia in connection with the project 'LEVEL UP!' to adapt the tool's basics to national contexts (Salto-Youth Training and Cooperation Resource Centre, 2015). 'LEVEL UP!' is designed to train youth workers in Youthpass and explores how Youthpass can be used as a recognition tool and for self-reflection in non-formal learning taking place in youth work (Salto-Youth, 2015). However, many Member States (e.g. Bulgaria, Lithuania, Romania and Sweden) report limited acceptance of Youthpass, specifically by employers.

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[8]   https://www.youthpass.eu/en/youthpass/

Even more country reports refer to the project **Assessment Tools and Indicators for Entrepreneurship Education** (**ASTEE**) financed by the European Commission, Directorate-General for Enterprise and Industry and national adaptions of this framework for assessing entrepreneurial skills. The framework is applicable to all educational levels from primary school to higher education. It is primarily a self-assessment tool to help teachers measure the effect of their entrepreneurial teaching on students. In the Netherlands expert interviews give clearly positive feedback on the implementation of the framework. The Danish project partner has converted the tool into a mobile app called OctoSkills that can be used on mobile platforms, where it measures the student's perceived skills in seven dimensions. Other Member States, such as Portugal and Slovenia, describe national implementation and efforts to expand ASTEE to new fields.

Other initiatives started at the national level but also operate at the international level. For example, Germany has the '**Nachweise International**', a scheme that documents young people's participation in and contribution to international exchange projects and the skills they acquire, provided by the International Youth Service of the Federal Republic of Germany (IJAB) [9]. Three separate certificates document the participation, engagement and competences of young people involved in international youth projects. Another interesting, yet to be explored tool is the Swedish **Entrepreneurial Skill Path** (ESP), which allows certification of students (15-19-year-olds), who have had entrepreneurial experience and have gained the necessary knowledge, skills and attitudes to start a business or be successfully employed. ESP includes a pre- and post-self-assessment.

6.3. Assessing competences acquired through youth work

The initiatives described below differ from the frameworks described in the previous sections by addressing in a more holistic sense the learning outcomes resulting from non-formal or informal learning in youth work — not only those that relate to entrepreneurship or entrepreneurial competences.

The most comprehensive example is the Swedish '**Experience, Learning and Description**' (ELD) method. A facilitator uses dialogue to document the skills, talents and character traits gained through real experiences. The process results in a 'letter of skills', i.e. a summary of specific experiences accompanied by keywords that describe different areas of competence.

German youth work organisations provide a number of **certificates of attendance and commitment** confirming the acquisition of specific competences through activities such as voluntary youth services and cultural youth education. However, these certificates do not seem to be widely used or recognised.

Belgium reported on two tools, **C-stick** and **Oscar** [10], that are used to recognise, assess and validate skills and competences acquired through youth work. C-stick focuses on low-skilled young people and provides a competence framework and tools for expert, peer and self-assessment of key competences. Oscar recognises learning outcomes provided by youth work and allows young people to describe and assess their own entrepreneurial 'soft' skills learned through volunteering or participating in youth work organisations.

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[9]   http://www.nachweise-international.de (12.5.2016).

[10]   https://www.oscaronline.be/index.php?a=page/over-oscar (12.5.2016).

Estonian Youth Work Centres have established the internet portal **Launch Pad** offering self-analysis of competences gained through formal education, work experience and non-formal learning. Even though this project originally initiated in a youth work setting, it has been integrated into Estonian active labour market policy as a tool for CV creation. Evaluations have indicated that the use of the portal has had a positive impact on the users' sense of initiative and entrepreneurship, and that it has led to a wider recognition in the Estonian society of the value of non-formal learning.

6.4. Assessing competences acquired through non-formal and informal learning

Due to the lack of established assessment tools and frameworks for entrepreneurial learning, the Member States reported on their general efforts to assess non-formal and informal learning. Emerging practices and political initiatives for establishing tools and frameworks for assessing non-formal and informal learning are reported for Austria, Cyprus, France, Finland, Greece and Portugal.

In the Czech **National Register of Qualifications** (NSK), vocational qualifications (VQs, formerly 'partial qualifications') are awarded based on the assessment of skills and competences of an individual regardless of how and where the skills and competences were earned. The NSK does not have an independent VQ of 'entrepreneur'. However, specific VQs include transversal skills related to entrepreneurship such as proactive approach, leadership, communication, innovativeness or risk management. These entrepreneurship-related VQs are found in particular in sectors such as economics and administration, informatics, trade and social work. The assessment methodology uses an oral examination to assess the candidate's ability to demonstrate the competences at particular levels of advancement. Slovakia has developed a similar methodology.

Bulgaria reported assessment methods using different approaches that include **portfolios**, a so-called **voluntary licence** (an official document certifying the circumstances related to volunteering) and the online platform '**Time heroes**', where companies are invited to sign a declaration that they recognise volunteering ([11]).

6.5. Difficulties in measuring, assessing and validating entrepreneurial skills in youth work

The study findings indicate different reasons for the weak evidence of tools and approaches to assess entrepreneurial skills in youth work in EU Member States.

On first analysis, the lack of validation tools and instruments could explain why there is a limited validation and recognition praxis. However, in some Member States, for example in **Germany**, the proliferation of projects aiming to develop methodologies and tools for validation, and the resulting profusion of certificates, gets in the way of a comprehensive approach to validation and recognition. The German situation is possibly caused by the occasionally opposing interests of different youth work organisations throughout the country and a lack of initiatives that could be advanced by these organisations commonly and consistently. Similarly, but more at the federal

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([11]) https://timeheroes.org/en/pages/faq

level, **Belgium** has the specific challenge of a much-divided administration that hinders comprehensive approaches.

To succeed, any policy reform needs the trust of the relevant stakeholders, as a lack of trust can impede implementation. **Bulgaria** and **Latvia** report difficulties in changing policies because of limited awareness and trust towards informally and non-formally acquired skills. **Slovenia** describes its main barrier as a lack of trust in the quality of its youth work system. Both situations make it unlikely that a wide-ranging system of competence assessment via youth work can be established. A lack of trust can be based on blurred or even false perceptions of specific policy fields. The **Czech Republic** faces a persistent perception of entrepreneurship as something limited to pure business and profit seeking. This impedes the consideration of entrepreneurship in the context of youth work. Similarly, **Germany** and **Denmark** report a worry that national systems to recognise competences might undermine the free and socially oriented character of youth work.

6.6. Summing up

Chapter 6 has addressed the policy context and the results of country research on measuring, assessing and validating entrepreneurial learning in youth work. The development of the EQF and its associated NQFs, the EU strategy for youth, flagship initiatives such as 'Youth on the move' and Council recommendations and conclusions (e.g. from 2012) support arrangements for validating the non-formal and informal learning important to develop the competences and skills that increase young people's inclusion in the labour market and society.

Most of the reported approaches focus on assessing either entrepreneurial skills or competences gained in youth work. Approaches rarely cover both fields at the same time. Only Finland and Austria provided examples of comprehensive frameworks for assessing entrepreneurial skills combined with youth work. Other Member States often introduced certificates for entrepreneurial skills acquired in different contexts. In addition to national approaches, some initiatives are based on EU tools such as Youthpass or ASTEE.

The lack of frameworks for entrepreneurial learning, of course, limits the tools for assessing non-formal and informal learning of entrepreneurship. This may also explain why only a few Member States validate and recognise competences acquired from entrepreneurial learning. Further implementation depends on building the trust of relevant stakeholders in the importance of informally/non-formally acquired skills and different roles of entrepreneurship.

7. THE ROLE OF EU PROGRAMMES IN PROMOTING ENTREPRENEURIAL LEARNING IN YOUTH WORK

Tine Andersen and Karsten Frøhlich Hougaard

This chapter explores the implementation of EU programmes and initiatives in the field of youth. Building mainly on evidence from literature, country studies and interviews with people involved in the implementation of EU programmes, we assess the scope and reach of the programmes and possible barriers to their effective take-up. In particular, this chapter will explore:

- the main approaches to youth work and/or youth entrepreneurship in projects funded by EU programmes;

- involvement of young people and their organisations in developing the programme or initiative;

- evidence of the benefits of projects to different target groups and the sustainability of project outcomes; and

- future plans and opportunities.

7.1. Main approaches to youth work and entrepreneurial learning in projects funded by EU programmes

With respect to programmes supporting youth work and youth entrepreneurship, two main EU programmes are relevant, i.e. Erasmus+ and Erasmus for young entrepreneurs. In addition to these programmes, youth work activities may be supported through structural funds, in particular through the European Social Fund (ESF). The structural funds are managed at national or — in some Member States — at regional level. The Danish operational programme for ESF 2014-2020 can serve as an illustration.

Box 7-1: The Danish operational programme for ESF 2014-2020

The Danish national operational programme for the implementation of the ESF in the period 2014-2020 outlines the priorities and objectives to spend EUR 400 million (of which over EUR 200 million stems from the EU budget) contributing to strengthening economic growth in all Danish regions.

The total ESF allocation is distributed among the following four priorities:

- entrepreneurship and job creation: EUR 144.7 million was devoted to actions aiming at increasing self-employment and jobs in ESF-supported enterprises;
- cross-border mobility: EUR 5.6 million;
- inclusion through education and employment: EUR 80.1 million;
- vocational training and higher education: EUR 150.3 million;

There will be a strong regional approach, since the use of ESF will be tailored to the specific needs of the different Danish regions. The Regional Growth Forums will decide which projects will be supported in accordance with the above priorities.

Source: http://ec.europa.eu/esf/main.jsp?catId=576&langId=en

The following three observations can be made from this example.

- The Danish programme prioritises entrepreneurship.

- However, it is clearly entrepreneurship in the narrow sense, leading to self-employment and job creation that is in focus.

- Regional authorities have the final say in the selection of project proposals for financing, and regional (economic) needs are a main priority.

There is no direct link between Erasmus+ management and ESF management. Hence, the prospect of achieving synergies between these programmes very much depends on national, and even regional, efforts.

Erasmus+

The EU programme with the most direct relevance for youth work and non-formal learning is **Erasmus+**, which is managed by the Directorate-General for Education, Youth, Sport and Culture in the European Commission. This programme funds transnational initiatives in the fields of education, training, youth and sport in the 2014-2020 period (European Commission, 2016).

The Erasmus+ programme replaced seven programmes that supported actions in the fields of higher education (including its international dimension), vocational education and training, school education, adult education and youth (including its international dimension). Under the previous programmes, activities concerning youth and not related to formal education were supported under the '**Youth in Action**' programme. In contrast, in Erasmus+ all target groups and learning situations are gathered in the three key actions.

- Key action 1: Learning mobility of individuals.

- Key action 2: Cooperation for innovation and the exchange of good practices.

- Key action 3: Support for policy reform.

Erasmus+ addresses the two fields of education and training, and youth. **In the field of youth, Erasmus+ defines specific project types, which may be supported under each of the Key Actions** ([12]). In addition to the actions described below, Erasmus+ includes several additional strands of action. However, in the following we only focus on those of direct relevance to youth work and entrepreneurial learning.

Key action 1 (Learning mobility of individuals) can support the transnational mobility of young people in non-formal learning activities and the mobility of youth workers. **Key action 2** (Cooperation for innovation and the exchange of good practices) can support strategic partnerships between education/training or youth organisations and other relevant actors; strategic partnerships include transnational youth initiatives. **Key action 3** (Support for policy reform) supports meetings between young people and decision-makers in the field of youth (European Commission, 2016, p. 183). Funding for activities targeting young people accounts for 10 % of available funds (European Commission, 2017).

One of the cornerstones in Erasmus+ is multilingualism. Foreign language skills will help young people in the present and future labour market and support them in seizing and gaining opportunities. For instance, mobility for young people is promoted through youth exchanges or volunteering abroad. Also, cross-sectoral cooperation is a cornerstone of great relevance to support for entrepreneurial learning initiatives.

Erasmus for young entrepreneurs (EYE)

Quite confusingly, the EU programme that supports youth entrepreneurship in a narrow sense, and which is managed by the Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs, is called **Erasmus for young entrepreneurs (EYE)**, even though its only similarity with Erasmus+ is that it is also a mobility programme.

This programme focuses on entrepreneurship in the narrow sense and targets start-ups and small enterprises (as 'learners') and small and medium-sized businesses in different Member States (as hosts). In the EYE programme, **intermediate organisations** (IOs) are involved in the matchmaking of **new entrepreneurs** (NEs) and **host entrepreneurs** (HEs) to establish cross-border business relations (active study visits) between NEs and the HEs. NEs and HEs can also apply for support for a project themselves, but the match has to be approved by the IOs.

The specific objectives of the EYE programme are as follows.

- 'On-the-job-training for new entrepreneurs in small and medium-sized enterprises (SMEs) elsewhere in the EU in order to facilitate a successful start and development of their business ideas.

- Exchanges of experience and information between entrepreneurs on obstacles and challenges to starting up and developing their businesses.

- To enhance market access and identification of potential partners for new and established businesses in other EU countries.

- Networking by building on knowledge and experience from other European countries.' (European Commission, 2015).

([12]) The following refers to the 2016 programming guide. The 2017 programming guide was not yet available at the time of drafting this chapter.

7.2. Erasmus+ funding of youth work
and entrepreneurial learning — experiences

The Erasmus+-funded project 'Youth start — entrepreneurial challenges' ([13]) can be taken as an example of the new programme approach. The project targets formal education (primary and secondary teachers and policymakers). It aims to support entrepreneurial learning through the development of teaching materials, which are designed as 'challenges' for learners. The project will use ASTEE (ASTEE, n.d.) ([14]) as an assessment tool in order to evaluate the outcomes of the learning. This particular Erasmus+ project is singled out by the Austrian country report (Annex 1) as a particularly promising approach. However, at the same time the Austrian interviewees stated that EU-funded projects ought to pay more attention to the role of youth work, since in their experience current project consortia and partnerships targeting young people and supported by Erasmus+ primarily include educational institutions.

The country reports bear witness to the wide range of Erasmus+ activities in the EU. In **Cyprus**, for example, Erasmus+ (and previously the 'Youth in action' programme) is considered to be of primary importance when it comes to supporting young people. According to the interviewees, activities funded by Erasmus+ provide young people with the opportunity to communicate, collaborate and exchange views at the EU level. The country report concludes that Erasmus+ helps to promote skills and competences related to entrepreneurship in a broad sense. However, the respondents suggested that there should be more explicit focus on entrepreneurial learning in the Erasmus+ programme.

In some Member States there is limited take-up of Erasmus+ funding in the field of youth. For example, according to the country report for **France** youth organisations feel that the existing EU programmes, including Erasmus+, focus too much on the business aspects of entrepreneurship. As mentioned earlier in the report, a too broad and vague definition can also lead to challenges since everything can be interpreted as entrepreneurship. A different situation is found in the **Nordic countries**, where youth organisations apply for Erasmus+ funding at a much lower rate than in other Member States. In 2016, Salto-Youth Participation arranged a study visit to Denmark for youth workers, youth leaders, project managers and youth policymakers to study entrepreneurship education and entrepreneurial learning in formal and non-formal settings ([15]). The visit was planned in collaboration with the Erasmus+ national agency. The impression of the visitors was that there are ample local and regional funding opportunities in Denmark, and therefore youth organisations do not find it worthwhile applying for EU funding. In contrast, Member States in the **south of Europe** and **the United Kingdom** are really interested and send in a huge number of applications for events and training courses.

Observations along these lines recur across all country reports. The recommendation from country experts is that **focus on youth work** and on **entrepreneurial learning should be strengthened in the Erasmus+ programme**. However, most country reports also underline that it should be made clearer to project promotors that projects **may be based on a broad understanding of entrepreneurship**. The programme guide could include a clearer description of entrepreneurial learning, for example based on the **EntreComp** framework (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016).

([13]) The project's homepage can be found at http://www.youthstartproject.eu/

([14]) ASTEE stands for Assessment Tools and indicators for Entrepreneurship Education. The ASTEE project was co-funded by the Competitiveness and Innovation Framework Programme (CIP) and ran from December 2012 until June 2014.

([15]) The visit is described here: https://www.salto-youth.net/tools/european-training-calendar/training/an-introduction-to-the-danish-formal-and-non-formal-educational-system.5884/

7.3. Barriers to using Erasmus+ to support entrepreneurial learning in youth work

In this chapter, we address specific barriers to promoting youth entrepreneurship through EU programmes. In spite of some country experts pointing out that demand for the Erasmus+ programme is high, **there is still limited knowledge about the programme** in youth work organisations, as evidenced by the country reports.

Throughout the country reports it is expressed that the relevant actors are often not aware of the existence of the Erasmus+ programme. In **Hungary** the programme is only known by a minority of youth organisations, partly because the language ('EU-speak') used in programming documents is too difficult to understand for potential beneficiaries. In **France** it is also mentioned that there is a rather limited knowledge of EU programmes among young people. According to the respondents in country reports, the youth workers and youth organisations' knowledge of the Erasmus+ programme is too limited. As the UK country report states: 'There is a general lack of awareness in the youth work sector of the funding options available. Therefore, there should be increased publicity around these programmes, for example by placing it in youth work journals' ([16]). Therefore, it is important to strengthen the awareness of the existence and aims of the Erasmus+ programme among young people and youth work organisations in EU Member States.

Apart from this visibility barrier, there are also other barriers to using EU programmes to promote entrepreneurial learning among young people. According to the country reports, the main barriers are as follows.

- The application process for EU funding is challenging (and slow) — in particular for youth work organisations and young people.

- The documentation requirements are too difficult for young people and youth organisations.

- The time lag between when a project is accepted and when payment is received is far too long.

- There are language barriers (difficulty in understanding terms used in programming documents and application forms).

Across Member States it is expressed almost unanimously that applying for EU funding is off-putting because of the cumbersomeness of the procedure. Concretely, stakeholders find that the application process for Erasmus+ funding is too difficult, especially for young people and youth work organisations with limited administrative capacity.

The entrepreneurial agency VLAIO in the **Flanders region of Belgium** often uses EU funding to launch new programmes targeting young people, but they feel that the administrative work involved is quite heavy. In **Cyprus** stakeholders also point to bureaucratic requirements as a main problem with the current EU programmes (Erasmus+ as well as ESF). They assess that if more youth work organisations are to use Erasmus+ a simplification of the application procedure is necessary, given the limited administrative capacity of many youth work organisations. In **Estonia** stakeholders added that the time from when the application is accepted until the money is paid out is too long. This is a problem for small youth organisations with limited funds, particularly

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([16]) Annex 1. Country report: UK.

in Member States where youth work organisations and NGOs depend heavily on EU funding.

The main reasons for this are explained in the country report for **Sweden**: 'The time and effort spent on the application and, afterwards, on the monitoring and documentation process does not measure up to the potential gains. The workload is simply too heavy, according to the respondents' (country report for Sweden, Annex 1).

In **Spain** stakeholders were of a similar opinion: '... the role of EU programmes in promoting youth entrepreneurship in the context of youth organisations remains limited due to the difficulty of financing and the bureaucracy involved' (country report for Spain, Annex 1).

Another problem identified by stakeholders is the ambitions of EU programmes, meaning that they find it daunting to describe the expected outcomes of initiatives using innovative approaches and with a high level of risk involved. Some stakeholders find that it would be relevant in some contexts to fund projects with lower levels of ambition. According to the respondents in **Hungary** the EU-level expectations, for example with respect to increased employment rates among participants, are impossible for local youth work activities to fulfil. In the same country report it is also emphasised that there is insufficient financial support available for local youth work activities — only in Erasmus+ key action 3 projects is such funding available, and that represents only a small part of the programme.

The language barrier is also pointed out in several country reports as a major problem. Youth workers and young entrepreneurs in **France** find that cooperation with non-French-speaking Member States is difficult because of language barriers. The language barriers are more pronounced in some EU Member States than others due to cultural and social factors.

7.4. Involvement of young people and their organisations in developing the project or initiative

As emphasised in one of our expert interviews, young people or their representatives have the opportunity to be directly involved in programme design through online consultation. Young people are also invited to the European Youth Week, where they can interact directly with the organisers. However, it is an open question how many young people (1) are aware of the online consultations; 2) feel that they can contribute to such a consultation; and 3) actually contribute. We only have indications from country experts that the involvement of young people — not counting the main organisers — in the design and development of initiatives supported by EU funding tends to be limited. The question of involving young people more in these phases of an initiative would therefore be an interesting topic for a follow-up study.

7.5. Evidence of the benefits of projects to youth and of the sustainability of project outcomes

According to the European Commission, EUR 2.11 billion per year is available for funding the Erasmus+ programme (European Commission, 2017).

The Erasmus+ Project Results Platform shows that 28 823 projects in the Erasmus+ programme, which started in 2014, had been completed by January 2017. In 6 925 of these projects 'youth work' was a keyword. A total of 1 384 projects have been completed in which 'youth entrepreneurship' was a keyword. This is an — albeit rough — indication that entrepreneurship is not generally in focus in the Erasmus+ projects for youth. This observation is supported by the country reports (see Annex 1).

According to several of the interviewed stakeholders, the focus on youth and youth work used to be clearer in the 'Youth in action' programme, while youth and youth work tend to 'disappear' in the large Erasmus+ programme. However, according to the European Commission's Directorate-General for Education, Youth, Sport and Culture, the focus on youth work had already increased in the previous programme, in particular because specific mention has been made of capacity building in youth work and of activities to provide youth workers with professional skills as well as entrepreneurial skills in the broad sense.

However, there still seems to be a need to promote this message more intensively in the Member States, as evidenced by the country reports.

Furthermore, **many stakeholders call for support to improve the sustainability of project results.** In **Bulgaria**, Erasmus+ has funded mobility projects focusing on the social inclusion of young people. The stakeholders find, however, that there is insufficient focus on the results achieved in terms of acquisition of specific skills and competences. They suggest that instead of project level monitoring, monitoring mechanisms should be set up at the national level. Another way to enhance the sustainability of project outcomes is not only to focus on new projects but also on evaluating former projects with a view to identifying successful approaches and assessing their potential for upscaling or transfer. According to the country experts from such Member States as Bulgaria, the Czech Republic and Greece, EU programmes (they referred to the projects which were superseded by Erasmus+ as well as to the Structural Funds) create opportunities for 'developing, applying for and obtaining funding to implement entrepreneurship learning among young people' (country report Bulgaria, Annex 1). The stakeholders observe, however, that sustainability of results appears to be given a low priority. As a consequence, the programme set-up means that **the efforts of youth organisations are primarily directed at the development of new projects, while completed projects receive little to no attention.** According to the stakeholders in Greece, EU programmes '… do not provide for the continuity of activities and [for building] the capacity or/and the framework to engage in these activities locally' (country report for Greece, Annex 1). These country experts suggest that more emphasis should be given to the further development and upscaling of projects and activities that have proved successful in the past.

A mid-term evaluation on the Erasmus+ programme has been launched, and a pre-evaluation (impact assessment) will be carried out for the upcoming programme. Through these evaluations and assessments it will be possible to acquire more information on the Erasmus+ programme in the future than is available at the present time. The country reports often describe the aims of specific youth projects and the framework conditions, but evaluations and, in particular, impact studies appear to be thin on the ground.

7.6. Future plans and opportunities

It is still too early to say anything conclusive about the expected future impact of the Erasmus+ programme before the results of the mid-term evaluation of Erasmus+ becomes available. However, while the observations and assessments of the country stakeholders and experts in the country research carried out in the current study do not purport to constitute generalisable truths, the research has pointed to important barriers to take-up that could be addressed in the work going forward.

7.7. Summing up

This chapter has addressed how EU programmes contribute to promoting entrepreneurial learning. It is concluded that EU programmes, especially the Erasmus+ programme, play a significant role in promoting entrepreneurial learning. However, the use of the programmes varies greatly across the EU and, at the same time, the programmes are deemed to be inaccessible by many stakeholders.

8. CONCLUSIONS

Tine Andersen and Karsten Frøhlich Hougaard

Since the financial crisis in 2008, EU and national policymakers in different fields have focused their attention on the development of 'entrepreneurship' in the population, and in particular among young people, as a way to help bring out their potentials. Thereby, the population — and in particular young people — will become more resilient in the face of the large challenges confronting societies, and thus prepared to contribute to a better future for themselves, their communities, and in the final instance — for Europe. The policy discourses and initiatives have however by and large revolved around the role of formal education in developing entrepreneurial skills. Collaboration between schools, universities and vocational training centres, and businesses, for example in the form of apprenticeship or work-based learning, is explored and their capacity for improving the problem-solving capacity of students is well documented.

However, the opportunities inherent in extending the collaboration to other stakeholders, notably youth work, have largely been overlooked. This is remarkable, as the considerable research into youth work ([17]) suggests that non-formal and informal learning processes taking place in youth work significantly contribute to the development of personal, non-academic competences that are vital for young people in their progress towards being active, responsible and innovative adults and citizens. However, the research also demonstrated that these competences are not often referred to by youth workers themselves (or indeed by the researchers) as 'entrepreneurial competences'.

Against this background, the overall purpose of the current study has been to explore the role that youth work plays — and can potentially play — in fostering entrepreneurial learning in young people, by itself and in collaboration with other stakeholders. The study has explored how youth work can contribute even more to the well-being and prosperity of society by embracing the concept of entrepreneurial learning and developing its ability to deliver entrepreneurial learning. The study has approached this topic from different perspectives. It has looked into how policymakers can support the development of entrepreneurial learning opportunities for young people; it has analysed the current state of involvement of youth work organisation in providing entrepreneurial learning; it has looked into the knowledge, skills and attitudes of youth workers vis-à-vis entrepreneurial learning; it has described the opportunities for validation and recognition of entrepreneurial competences; it has identified opportunities for synergies between entrepreneurial learning and combating societal challenges; and, finally, it has briefly considered the role of the current EU programmes in supporting youth work as provider of entrepreneurial learning in collaboration with other stakeholders.

The main approach of the study to throwing light on each of these perspectives has been to collect first-hand evidence of policies, practices and current stakeholder positions from all EU Member States. It is clear that, given the extensive scope of the study, the results should by no means be taken as conclusive. Rather, the study should be seen as a kind of situation report, providing a first mapping of the landscape, describing in more details some of the prominent features of the landscape, pointing out roads

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([17]) As a rough indication, a search for 'Youth work' on Google Scholar provides 2 120 000 hits (academic articles).

and pathways that appear promising and identifying obstructions that could potentially block the road going forward. It is the authors' hope that this rather sweeping exercise can inspire efforts to get to know the landscape in more detail and, eventually, efforts to improve the roads going forward.

In the following sections, the main findings of each of the chapters of the study are detailed, followed by recommendations to those responsible for improving the situation with respect to entrepreneurial learning in the EU.

8.1. Policy frameworks lack focus on the contribution of youth work to entrepreneurial learning

Across the EU, the importance of entrepreneurship education and entrepreneurial learning of young people has been accentuated in the past 10-15 years. All EU Member States now have one or more strategies for entrepreneurship (as defined by Eurydice), even though the national strategies to promote entrepreneurial learning mostly address entrepreneurship education. Even so, only a few Member States have a strategy for entrepreneurship education embedded at all levels of their education systems, and even fewer have national strategies which recognise that entrepreneurial learning may take place in non-formal and informal settings, including youth work.

In some cases, national youth strategies speak to the promotion of entrepreneurial learning in youth work — though often more as a declaration of intent. Entrepreneurial learning is indeed a very important aspect of most youth work initiatives, but it is often seen by the youth work organisations more as a by-product or a spin-off of other activities.

Terminology continues to be an issue. In particular, all terms that include 'entrepreneur' (entrepreneurship, entrepreneurship education, entrepreneurial competences, entrepreneurial learning) are prone to be misconstrued. About half of the EU Member States have officially adopted a broad understanding of entrepreneurial competences similar or identical to that presented in the European Key Competence Framework (and further developed and detailed by EntreComp). However, the narrow and business-oriented understanding of entrepreneurship is still very much present in the public discourses and activities by stakeholders not directly involved in youth policy development at the national level, including youth workers themselves.

The fact that entrepreneurship is often interpreted in a narrow sense may have three implications: entrepreneurial learning is restricted to entrepreneurship education, emphasising business skills and personal attitudes focusing on risk-taking; policymakers and education providers do not consider youth work as a stakeholder in the development of entrepreneurial competences; and, finally, youth organisations, being sceptical about promoting entrepreneurship in the narrow sense, fail to initiate collaboration with other stakeholders in efforts to create entrepreneurial learning. Over the past decade, a more explicit and integrated focus on entrepreneurial learning appears however to be emerging among youth organisations and youth workers. This new focus is seen to be driven by a combination of factors, including the consequences for young people in the aftermath of the financial crisis, political pressures on public sector youth work to contribute actively to entrepreneurial learning and social entrepreneurship, and to economic incentives (e.g. entrepreneurship being a selection criterion for grants and other funding).

8.2. Youth workers are not sufficiently aware of their contribution to entrepreneurial learning

Like other sectors, the youth sector should not be seen as a unified entity without inner tensions or divisions. The youth sector includes a wide range of organisational forms and settings in which activities for young people take place, and consequently youth workers are as diverse as the youth sector and their professional backgrounds vary. Even having said this, youth workers have even fewer common characteristics than employees in other sectors. First, youth workers are often not employees but volunteers. Volunteers may be young people in education, young unemployed people or adult volunteers working in any occupation. Likewise, the qualifications of professional youth workers are very variable, both with respect to level of education and with respect to subjects studied. Thus, it is not meaningful to talk about generic competence needs of youth workers for delivering entrepreneurship education. Competence portfolios for youth workers already exist. However, the study finds that an increased awareness among youth workers about what the broad understanding of entrepreneurship and entrepreneurial learning encompasses, and how these concepts link in with non-formal and informal learning, is a key factor for promoting entrepreneurial learning and for improving the role of youth work in collaboration with other stakeholders. In practical terms, peer learning activities and networking appears to be effective instruments to enhance the quality of the entrepreneurial learning delivered by youth workers.

8.3. Learning approaches in youth work are well suited to fostering entrepreneurial competences — and the most successful initiatives are those that employ these approaches in partnership with other stakeholders

The study has looked into a large number (114) of initiatives that illustrate how entrepreneurial learning can be integrated into youth work, and 12 of these were explored in more depth in the form of case studies. The analysis identifies learning methods and approaches employed in the 12 initiatives, and maps the methods against the entrepreneurial competence areas identified in EntreComp. The study finds that the initiatives employ approaches well suited to foster entrepreneurial learning across all three competence areas. The study also finds, however, that non-formal learning methodologies and approaches may not be the decisive factor in creating entrepreneurial learning. It is striking that whereas partnerships between youth work and other stakeholders in general appear to be somewhat underdeveloped, all of the successful initiatives identified in this study involve extensive and well-developed partnerships with a diverse range of actors. Municipal authorities, NGOs (including other youth work organisations) and local employers/businesses appear to be by far the most important partners for youth organisations, reflecting the local nature of the initiatives. The study findings thus appear to confirm that collaboration between youth work and other stakeholders is a vital and indispensable component in enhancing the entrepreneurial learning of young people.

8.4. Youth work addressing societal challenges combines well with entrepreneurial learning

The study has identified a significant number of cases and practices where youth work activities address societal challenges. The examples include initiatives tackling youth unemployment, social exclusion and environmental challenges. Most initiatives have a strong local dimension in the scope of the initiatives, the partners involved, the intended outcomes and the organisational models. However, the scalability and transferability of many of these good practices is high, and several initiatives have in fact been transferred to other parts of a Member State or even abroad. In many cases, the scope for partnership and collaboration in initiatives that foster entrepreneurial learning by developing solutions to societal challenges appears not to be harnessed in full. Each actor works independently with no cooperation or coordination with other initiatives or actors, which, in some cases, reduces the potential of entrepreneurial learning to tackle societal challenges. It is also quite striking that the collaboration between youth organisations and the formal education system, when it comes to entrepreneurial learning, is lacking or somewhat underused.

8.5. Entrepreneurial competences achieved in youth work are rarely validated and recognised in spite of the existence of tools for validation

Only a few EU Member States have detailed approaches to monitoring the progress and impact of entrepreneurship education. At the time that our research was carried out, Finland and Austria were the only two Member States with examples of comprehensive frameworks for assessing entrepreneurial skills. Various EU tools and approaches have been used in several Member States. According to our country research, Youthpass is the most prominent tool used for assessing outcomes of entrepreneurial learning. In addition, several actors across the EU also mentioned ASTEE (a self-assessment toolkit for entrepreneurial learning). In Denmark this toolkit, which primarily targets formal education, has been made accessible in the form of a mobile app called OctoSkills. The weak evidence of assessment tools and approaches to entrepreneurial skills being used in youth work could indicate the existence of barriers to their use. Lack of trust in the assessment and validation of skills obtained through youth work in other parts of society (the formal education system and the world of work) could be one explanatory factor in some Member States. Another factor is a reluctance in some parts of the youth sector in relation to measuring, assessing and validating skills and competences. The argument that has been put forward is that youth work activities have value in and of themselves, not as a means to externally described objectives. In this context, the idea that youth work could contribute more to fostering entrepreneurial competences is perceived as something coming from the outside. Youth workers argue that if they were to adopt a learning-outcome-based approach to learning, the result would be that youth work would no longer be distinct from the formal education system, where the performance of young people is measured on an ongoing basis.

8.6. EU programmes contribute to promoting entrepreneurial learning — but the programmes are deemed inaccessible by many stakeholders

The most important EU programme when it comes to a focus on explicitly promoting youth entrepreneurship is Erasmus+. In spite of its name, 'Erasmus for young entrepreneurs' does not target young people, but newly started SMEs, regardless of the age of the entrepreneur. The ESF also supports several initiatives in the field of youth work, but the importance is difficult to assess, since the operational priorities are set at national or even regional level. Concerning Erasmus+, the use of the programme to support entrepreneurial learning in youth work varies significantly across the EU. In the southern part of Europe and the United Kingdom the number of applications for events and training courses is high. A different situation is seen in the Nordic countries, where local and regional funding opportunities appear to be more plentiful. Informants for this study from the youth sector coming from very different parts of the EU argue that the focus on youth work and entrepreneurial learning in the current version of the Erasmus+ programme could be much more explicit. There is still limited knowledge about the programme in many corners of the world of youth work. For those organisations that do know about the programme, the administrative burden is very often highlighted as the main reason for not applying. This is the case in both the application phase and the subsequent implementation phase of a project. Consequently, if the EU programmes are to play a more significant role in promoting youth entrepreneurship across Europe, a more explicit focus on youth work and entrepreneurship is needed, along with a reduction in the administrative burden.

9. RECOMMENDATIONS FOR FURTHER ACTION

Tine Andersen and Karsten Frøhlich Hougaard

9.1. Recommendations for policymakers and programme leaders

In order to maximise the potential of youth work to contribute to entrepreneurial learning and thus to enable young people to take an active role in society, the findings in this report suggest the following.

At EU level

- The broad approach to entrepreneurship and the concept of entrepreneurial competences should be promoted and made visible, not only to policy stakeholders, but more widely, to youth workers and young people themselves. As a first step, the visibility of EntreComp should be promoted intensively over the next few years.

- A targeted effort should be made to increase the visibility of Erasmus+ among youth work organisations.

- The formal application and monitoring requirements of Erasmus+ should be relaxed for youth work organisations below a certain size.

- The funding criteria in the Erasmus+ programmes should focus more on sustainability, for example by requiring that a specified budget share be set aside for organisational anchoring of project results.

- The EU could be the provider of good learning practices and approaches to entrepreneurial learning, for example targeted peer learning activities.

- Funding for scaling-up and spreading good practices in the cross-section of entrepreneurial learning and youth work could be provided by the EU.

At all levels

- Strategies for entrepreneurship education and entrepreneurial learning should be trans-sectoral and include all levels of the formal educational system, as well as youth work.

- Youth organisations should focus on making entrepreneurial learning opportunities more accessible to young people with a wide range of backgrounds and abilities, including marginalised and disadvantaged young people. This will help to ensure that social exclusion and inequality are reduced rather than exacerbated through entrepreneurial learning in youth work.

- Entrepreneurial learning through youth work needs to be implemented in ways that are appropriate to the individual Member State context and needs, meaning that the societal challenges addressed are determined locally.

- National, local and regional programmes should allow more room for experimentation and relax bureaucratic requirements (e.g. delimitations of target groups for active labour market policies) to support innovative solutions, in particular in the field of social entrepreneurship.

- In the design of future initiatives supporting entrepreneurial learning, policymakers should consider utilising the media and communication channels used by young people. Mobile technologies and social media can be of use in all phases of an initiative, not only when disseminating information about the initiative, but also in application, funding, monitoring and evaluation.

- Policymakers must respect that not all youth work activities can or should have a measurable learning outcome.

9.2. Recommendations for education and training providers

- Education providers should seek more partnerships and concrete collaborations with youth work organisations and initiatives, because the non-formal learning taking part in youth work complements the formal learning taking place in the education system.

- Education and training providers should seek more information on all the learning materials and good practices relating to entrepreneurship education that are already available.

9.3. Recommendations for youth work organisations

In order to maximise the resources available to youth work and increase the impact of the entrepreneurial learning in youth work, the findings suggest the following.

- Youth work organisations at EU level should initiate activities to increase the attention paid by their member organisations to the importance of the entrepreneurial learning taking place in youth work. This could include making entrepreneurial learning a key topic of a transnational youth work event.

- Youth work organisations at national, regional and local levels should seek broader partnerships with educational institutions and with other NGOs and businesses. Such partnerships can expand the resources available to youth work activities supporting entrepreneurial learning.

- Entrepreneurial learning through youth work needs to be made explicit by youth workers to maximise the learning outcomes in terms of entrepreneurial competences that enable young people to take the future into their own hands.

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ANNEXES

ANNEX 1: COUNTRY REPORTS

This annex is found in a separate document ISBN 978-92-79-68729-7 (print) and 978-92-79-68733-4 (PDF).

ANNEX 2: INVENTORY OF GOOD PRACTICES

This annex is found in a separate document ISBN 978-92-79-68731-0 (print) and 978-92-79-68732-7 (PDF).

ANNEX 3: CASE STUDY REPORTS

This annex is found in a separate document ISBN 978-92-79-68967-3 (print) and 978-92-79-68968-0 (PDF).

ANNEX 4: LIST OF CONSULTED INDIVIDUALS AND ORGANISATIONS

Name	Organisation	Country	Organisation type
Daniela Rosenbeiger	The Youth Information Centres	Austria	Youth organisations and NGOs
Andreas Schneditz	The Youth Information Centres	Austria	Youth organisations and NGOs
Florian Schanznig	The Youth Information Centres	Austria	Youth organisations and NGOs
Isabella Deutsch	The Youth Information Centres	Austria	Youth organisations and NGOs
Erich Pauser	Federal Ministry for Families and Youth	Austria	Public authorities and agencies
Friederike Sözen	Austrian Economic Chambers	Austria	Public authorities and agencies
Jonas Meixner	National Youth Council	Austria	Public authorities and agencies
Thierry Villers	Les Jeunes Entreprises	Belgium	Youth organisations and NGOs
Peter Coenen	Agentschap Innoveren & Ondernemen — VLAIO	Belgium	Public authorities and agencies
Alice Kooij	De Ambrassade VZW	Belgium	Public authorities and agencies
Ben Bruyndonckx	Syntra Vlaanderen	Belgium	Public authorities and agencies
Ken Van Roose	Formaat	Belgium	Youth organisations and NGOs
Stoyana Stoeva	The Idea Association	Bulgaria	Youth organisations and NGOs
Maya Doneva	The Idea Association	Bulgaria	Youth organisations and NGOs
Liliya Harizanova	The Idea Association	Bulgaria	Youth organisations and NGOs
Miroslava Mileva	The Idea Association	Bulgaria	Youth organisations and NGOs
Reneta Kaneva	The Idea Association	Bulgaria	Youth organisations and NGOs
Vera Petkanichin	Junior Achievement — Bulgaria	Bulgaria	International organisation
Mira Krusteff	Global Entrepreneurship Monitor	Bulgaria	Experts, researcher
Gabriela Slavova	Global Entrepreneurship Monitor	Bulgaria	International organisation
Madlen Nenkova	Orange-BG	Bulgaria	Experts, researchers
Luchezar Afrikanov	Development Centre for Human Resources	Bulgaria	Practitioners
Josipović Beronja Silvija	Forum for Freedom in Education	Croatia	Youth organisations and NGOs
Morić Domagoj	Forum for Freedom in Education	Croatia	Youth organisations and NGOs
Munivrana Ana	Forum for Freedom in Education	Croatia	Youth organisations and NGOs
Ante Martic	Information missing	Croatia	Experts, researchers
Morana Makovec	Ministry of Social Policy and Youth	Croatia	Public authorities and agencies
Vlasta Vujacic	Information missing	Croatia	Practitioners
Igor Roginek	Information missing	Croatia	Practitioners
Ana Nahod Ohnjec	Agency for Mobility and EU Programmes	Croatia	Public authorities and agencies
Incognito	Youth Board of Cyprus	Cyprus	Business sector
Constandinos Georgiou	Ministry of Education and Culture	Cyprus	Experts, researchers
Incognito	Human Recourse Development Authority	Cyprus	Public authorities and agencies
Incognito	Cyprus Youth Clubs Organisation	Cyprus	Youth organisations and NGOs
Incognito	Cyprus Youth Council	Cyprus	Youth organisations and NGOs
Incognito	Pan-Cyprian Volunteerism Coordinative Council	Cyprus	Public authorities and agencies
Jiří Kárník	Ministry of the Interior	Czech Republic	Public authorities and agencies
Radka Vepřková	Superděti	Czech Republic	Youth organisations and NGOs
Václav Koudele	Microsoft Czech Republic	Czech Republic	Business sector

Name	Organisation	Country	Organisation type
Táňa Vaňousová	Home for children from dysfunctional families	Czech Republic	Practitioners
Petr Vašát	Sociological Institute — Czech Academy of Sciences	Czech Republic	Experts, researchers
Anne Katrine Heje Larsen	Copenhagen Project House — KPH	Denmark	Youth organisations and NGOs
Hanne Hjorth Jensen	Copenhagen Project House — KPH	Denmark	Youth organisations and NGOs
Kåre Moberg	The Danish Foundation for Entrepreneurship Education	Denmark	Public authorities and agencies
Niels Haugstrup	The Danish Foundation for Entrepreneurship Education	Denmark	Public authorities and agencies
Charlotte Romlund Hansen	Ministry for Children, Education and Gender Equality	Denmark	Public authorities and agencies
Christian Vintergaard	Danish Foundation for Entrepreneurship	Denmark	Public authorities and agencies
Bente Ryberg	Danish Youth Council	Denmark	Youth organisations and NGOs
Nicolai Boysen	Network of Youth Councils	Denmark	Youth organisations and NGOs
Kaisa Lõhmus	Estonian National Youth Council	Estonia	Youth organisations and NGOs
Epp Vodja	Junior Achievement Estonia	Estonia	Youth organisations and NGOs
Edgar Schlummer	Estonian Youth Work Centre	Estonia	Public authorities and agencies
Kerli Kõiv	Eesti Avatud Noortekeskuste Ühendus	Estonia	Youth organisations and NGOs
Corinna Liersch	European Commission	EU	Public authorities and agencies
Alessandro Senesi	European Commission	EU	Public authorities and agencies
Kristiina Pernits	Salto-Youth	DE	Public authorities and agencies
Raluca Diroescu	Salto-Youth	BE	Public authorities and agencies
Anja Kuhalampi	University of Helsinki	Finland	Experts, researchers
Tuija Oikarinen	Lappeenranta University of Technology	Finland	Experts, researchers
Jenna Ahlberg	Youth Services	Finland	Youth organisations and NGOs
Lenita Hietanen	University of Lapland	Finland	Experts, researchers
Johanna Moisio	Finnish Ministry of Education and Culture	Finland	Public authorities and agencies
Juha Ruuska	Finnish 4H Federation	Finland	Public authorities and agencies
Heidi Sjögren	Cursor Oy	Finland	Public authorities and agencies
Virpi Utriainen	Junior Achievement Finland	Finland	Youth organisations and NGOs
Nizar Yaiche	Comité pour les relations nationales et internationales des associations de jeunesse et d'éducation populaire — CNAJEP	France	Public authorities and agencies
Nicolas Koster	Entreprendre pour Apprendre – EPA France	France	Youth organisations and NGOs
Francine Labadie	Institute national de la jeunesse et de l'éducation populaire — INJEP	France	Public authorities and agencies
Bénédicte Sanson	Moovjee	France	Youth organisations and NGOs
Andrea Pingel	Kooperationsverbund Jugendsozialarbeit	Germany	Public authorities and agencies
Björn Bertram	Landesjugendring Niedersachsen	Germany	Public authorities and agencies
Christian Weis	Deutscher Bundesjugendring	Germany	Public authorities and agencies
Claudius Siebel	Jugend für Europa	Germany	Public authorities and agencies
Frank Tillmann	Deutsches Jugendinstitut	Germany	Experts, researchers
Sabine Schulte-Beckhausen	Bundesministerium für Familie, Senioren, Frauen und Jugend	Germany	Public authorities and agencies
Incognito	Sekretariat der Kultusministerkonferenz	Germany	Public authorities and agencies
Incognito	Youth and Lifelong Learning Foundation	Greece	Public authorities and agencies

Name	Organisation	Country	Organisation type
Incognito	Institute for Small Enterprises of the Hellenic Confederation of Professionals, Craftsmen & Merchants — IME GSEVEE	Greece	Business sector
Incognito	Hellenic National Youth Council	Greece	Public authorities and agencies
Incognito	United Societies of Balkan	Greece	Youth organisations and NGOs
Incognito	Innovation and Entrepreneurship Unit of Dimokriteio University of Thrace	Greece	Experts, researchers
Incognito	Thessaloniki European Youth Capital 2014	Greece	Practitioners
Orsolya M. Gergely	Junior Achievement Hungary Foundation	Hungary	International organisation
Árpád Vajda	Foundation for the Community Networks	Hungary	Public authorities and agencies
Petra Inotay	The Women's Committee of Young Entrepreneurs Association Hungary	Hungary	Public authorities and agencies
Ádám Janzsó	National Youth Council of Hungary	Hungary	Youth organisations and NGOs
Melinda Pethő	New Generation Centre	Hungary	Public authorities and agencies
Ildikó Gulácsi	Erasmus+ Youth National Agency	Hungary	Public authorities and agencies
Clodagh O'Reilly	Solas Project	Ireland	Youth organisations and NGOs
Amy Carey	Solas Project	Ireland	Youth organisations and NGOs
Pat Stephenson	Solas Project	Ireland	Youth organisations and NGOs
Robbie Kennedy	Solas Project	Ireland	Youth organisations and NGOs
Thomas Cooney	The Dublin Institute of Technology	Ireland	Experts, researchers
Sean Campbell	Foróige	Ireland	Youth organisations and NGOs
Breda Kenny	Campus Entrepreneurship Enterprise Network	Ireland	Public authorities and agencies
Michael McLoughlin	Youth Work Ireland	Ireland	Youth organisations and NGOs
Amy Ryan	Solas Project	Ireland	Youth organisations and NGOs
Tommaso Colagrande	Regione Puglia	Italy	Public authorities and agencies
Marco Ranieri	Regione Puglia	Italy	Public authorities and agencies
Barbara Serio	Regione Puglia	Italy	Public authorities and agencies
Anna Laura Zizzi	Regione Puglia	Italy	Public authorities and agencies
Antonio Serio	Regione Puglia	Italy	Public authorities and agencies
Marcello Ostuni	Regione Puglia	Italy	Public authorities and agencies
Nicola Vero	Regione Puglia	Italy	Public authorities and agencies
Giovanni Campagnoli	Freelance consultant	Italy	Experts, researchers
Miriam Cresta	Junior Achievement Italia	Italy	Youth organisations and NGOs
Giampiero Girardi	Servizio Civile Universale Provinciale	Italy	Experts, researchers
Arianna Bazzanella	Information missing	Italy	Experts, researchers
Emils Anskens	National Youth Council of Latvia	Latvia	Youth organisations and NGOs
Martin Kalis	Mission Possible	Latvia	Youth organisations and NGOs
Gunta Arāja	Ministry of Education and Science	Latvia	Public authorities and agencies
Christof Brockhoff	Club Benefactum	Lichtenstein	Youth organisations and NGOs
Florian Büchel	Club Benefactum	Lichtenstein	Youth organisations and NGOs
Virginie Meusburger-Cavassio	Club Benefactum	Lichtenstein	Youth organisations and NGOs
Daniel Oehry	Club Benefactum	Lichtenstein	Youth organisations and NGOs
Simone Ospelt	Club Benefactum	Lichtenstein	Youth organisations and NGOs
Robin Schädler	Club Benefactum	Lichtenstein	Youth organisations and NGOs
Agnė Graikštaitė	Lithuanian Youth Council	Lithuania	Youth organisations and NGOs

Name	Organisation	Country	Organisation type
Loreta Eimontaité	Agency of International Youth Cooperation	Lithuania	Public authorities and agencies
Laurent Solazzi	Ministry of the Economy	Luxembourg	Public authorities and agencies
Cesare A.F. Riillo	National Institute for Statistics and Economic Studies — STATEC	Luxembourg	Experts, researchers
Gary Diderich	4motion	Luxembourg	Youth organisations and NGOs
Gilbert Engel	Jonk Entrepeneuren	Luxembourg	Youth organisations and NGOs
Albert DeBono	YouTheme	Malta	Youth organisations and NGOs
Clayton	Junior Chamber International (JCI)	Malta	Youth organisations and NGOs
Miriam Teuma	Maltese Association of Youth Workers	Malta	Practitioners
Angele Pationiott	University of Malta	Malta	Experts, researchers
Julian Azzopardi	Junior Achievement -YE Malta Foundation	Malta	Youth organisations and NGOs
Leonie Baldacchino	Edward de Bono Institute for the Design and Development of Thinking	Malta	Experts, researchers
Cristina Stefan	Quarter Mediation	Netherlands	Youth organisations and NGOs
Cilia Daemen	The Dutch National Youth Council	Netherlands	Youth organisations and NGOs
Mahlet Beyene	The Dutch National Youth Council	Netherlands	Youth organisations and NGOs
Pink Hilverdink	Netherlands Youth Institute	Netherlands	Experts, researchers
Jerry Den Haan	National Youth Council	Netherlands	Youth organisations and NGOs
Bonita Kleefkens	Ministry for Health, Welfare and Sports	Netherlands	Public authorities and agencies
Jelle Kok	Jong Ondernemen	Netherlands	Experts, researchers
Krzysztof Borek	Voluntary Labour Corps — Center for Youth Work and Education	Poland	Public authorities and agencies
Łukasz Cieśla	Hub:raum Kraków	Poland	Public authorities and agencies
Marcin Dąbkiewicz	Małopolska Centre for Entrepreneurship	Poland	Public authorities and agencies
Jakub Kwaśny	City Council of Tarnow — Commission for Education	Poland	Public authorities and agencies
Tomasz Rachwał	Pedagogical University of Cracow	Poland	Experts, researchers
Krzysztof Wach	Cracow University of Economics	Poland	Experts, researchers
Rui Marques	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
Filipe Pinto	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
Francisca Buccellato	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
António Vasconcelos	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
Hugo Seabra	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
Graciete Borges	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
Marino Gaspar	Instituto Padre António Vieira — IPAV	Portugal	Youth organisations and NGOs
Afonso Mendonça Reis	Mentes Empreendedoras	Portugal	Youth organisations and NGOs
Diogo Simões Pereira	The Association of Entrepreneurs for Social Inclusion	Portugal	Business sector
Filipe Castro	University of Porto	Portugal	Experts, researchers
Manuela Almeida	National Association of Young Entrepreneurs	Portugal	Business sector
Paula Alexandra Aguiar	Fundação Benfica	Portugal	Youth organisations and NGOs
Pedro Folgado	Portuguese Institute of Sports and Youth	Portugal	Public authorities and agencies
Vítor Moura Pinheiro	Garantia Jovem	Portugal	Youth organisations and NGOs
Adina-Marina Călăfăteanu	Centre for Sustainable Community Development	Romania	Youth organisations and NGOs
Irina Lonean	Delegate Ownership on Social Entrepreneurship — DOSE	Romania	Practitioners

Name	Organisation	Country	Organisation type
Denisa Vlad	Romanian Business Association of Young Entrepreneurs	Romania	Youth organisations and NGOs
Ciprian Vacaru	Romanian Youth Council	Romania	Youth organisations and NGOs
Radu Petrariu	Romanian Youth Forum	Romania	Youth organisations and NGOs
Jaroslav Biely	Independent consultant	Slovakia	Experts, researchers
Miroslav Bursa	MiMa	Slovakia	Business sector
Tatiana Bursová	Information missing	Slovakia	Practioners
Petr Vašát	Sociological Institute — Academy of Sciences	Slovakia	Experts, researchers
Tinkara Bizjak Zupanc	MOVIT Institute for development of youth mobility MOVIT	Slovenia	Public authorities and agencies
Marinko Banjac	Faculty of Social Sciences at the University of Ljubljana	Slovenia	Experts, researchers
Darja Piciga	Ministry of the Environment and Spatial Planning	Slovenia	Public authorities and agencies
Maja Krušič Šega	Ministry of Education, Science and Sport	Slovenia	Public authorities and agencies
Tin Kampl	National Youth Council of Slovenia	Slovenia	Youth organisations and NGOs
Juan Uribe Toril	Andalucia Emprende	Spain	Public authorities and agencies
Ivan Diego	Ciudad Tecnológica Valnalón	Spain	Public authorities and agencies
Carmen Salcedo	UpSocial	Spain	Experts, researchers
Javier Miró	Puentes Global	Spain	Youth organisations and NGOs
Ana Gorostegui	Fundación Tomillo	Spain	Youth organisations and NGOs
Ana Isabel Alarcon López	Fundación Contra El Hambre	Spain	Youth organisations and NGOs
Alicia García-Madrid Colado	Fundación Contra El Hambre	Spain	Youth organisations and NGOs
Laura Castela	Fundación Telefónica	Spain	Youth organisations and NGOs
Elisa Mena	Novia Salcedo Fundación	Spain	Youth organisations and NGOs
Cayetana Díez	PuntoJES	Spain	Youth organisations and NGOs
David Gisselman	Technichus Science Center	Sweden	Experts, researchers
Benjamin Billet	Swedish Agency for Youth and Society — MUCF	Sweden	Public authorities and agencies
Rebecka Prentell	The National Council of Swedish Youth — LSU	Sweden	Youth organisations and NGOs
Cecilia Nykvist	Ung Företagssamhet (Young Enterprise)	Sweden	Youth organisations and NGOs
Richard Chadwick	Prince's Trust	United Kingdom	Youth organisations and NGOs
Graham Sykes	Fourteen19	United Kingdom	Business sector
Laura-Jane Rawlings	Youth Employment UK	United Kingdom	Youth organisations and NGOs
Andy Penaluna	University of Wales	United Kingdom	Experts, researchers
Harvey Morton	Youth Employment UK	United Kingdom	Youth organisations and NGOs
Willliam Clemmey	Warwickshire Association of Youth Clubs	United Kingdom	Youth organisations and NGOs

ANNEX 5: SUMMARY OF KEY POINTS FROM SEMINAR

**'YOUNG PEOPLE AND ENTREPRENEURSHIP:
BUILDING PARTNERSHIPS', 14 DECEMBER 2016, BRUSSELS**

Karsten Frøhlich Hougaard

Introduction

The European Commission hosted the seminar 'Young people and entrepreneurship: Building partnership' at the premises of DG Education, Youth, Sport and Culture in Brussels on 14 December 2016. The aim of the seminar was to discuss the preliminary findings of the study 'Youth work and entrepreneurial learning' and feed into the completion phase of this study. The seminar also provided a platform for a peer-learning experience, along with networking and cooperation in the future.

The seminar gathered together approximately 50 representatives from very different fields such as youth work, NGOs, public authorities and agencies, and youth organisations, along with young people, researchers, practitioners, experts and businesses dealing with the topics of young people, education, learning and (social) entrepreneurship in one way or another.

Entrepreneurship can be a powerful tool enabling individuals, organisations and communities to successfully deal with multiple contemporary challenges. Many actors engage in entrepreneurship in the context of education and learning, but usually with little connection to each other. The understanding of the concept and the overarching goals to be achieved through entrepreneurship may also differ, and so the term itself has different notions. Many agree, however, that the meaning of entrepreneurship and entrepreneurial learning goes beyond setting up a business.

The seminar was an opportunity to discuss the topics of interest with participants from across diverse sectors and agencies, to build on the collective intelligence, and so identify potentials and deficits in supporting young people in becoming more entrepreneurial.

The Danish Technological Institute has prepared this summary of the meeting, which briefly describes the agenda, the methodology applied during the seminar and the outcome of the discussions. The annex has more detailed summaries of some of the discussions.

Seminar programme

9:00 — 9:30	Registration and coffee
9:30 — 12:30	**Morning session**
	Welcome
	Presentation of the study and its preliminary results
	Coffee break
	Interactive working groups
12:45 — 13:45	Lunch
13:45 — 16:00	**Afternoon session**
	Interactive working groups
	Closure of the day

Seminar methodology

The central question during the seminar was:

....

HOW CAN WE WORK TOGETHER TO SUPPORT YOUNG PEOPLE TO TAKE THEIR FUTURE INTO THEIR HANDS?

....

To address this question, the 'open space method' [18] — a self-organised and purpose-driven process — was chosen as the methodological focal point. The method relies on participation by people with a passion for the topics to be discussed, and is particularly well suited to involving diverse audiences and discussing complex issues, as was the case during the seminar. Consequently, there was no pre-planned list of topics, only the main 'open' question. Based on that, the participants could determine and choose the topics they would like to discuss and so set up the agenda on their own.

The basic rules of the open space method are:

- whoever comes are the right people;

- whatever happens is the only thing that could have;

- whenever it starts is the right time;

- when it's over, it's over;

- the law of two feet: if at any time you find yourself in any situation where you are neither learning nor contributing, use your two feet, go someplace else.

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[18] Owen, Harrison, (2008), *Open Space Technology: A User's Guide (3rd ed.)*. Berrett-Koehler, ISBN 978-1-57675-476.

A pitch made in plenum of the outcome of one of the 10 discussion groups. Photo by Karsten Frøhlich Hougaard.

Summary of discussions

Ten topics were discussed in as many groups during the seminar. The table below summarises the key messages from the discussions and the proposals for the next steps. Two sessions have been merged into one summary, as the learning outcomes from these two sessions were quite similar.

Topics	Key messages	Proposals for next steps
A1: Empowering young people through entrepreneurship to respond to crises in their local communities	• Youth work and youth development could provide important leverage in building the capacity of young people for addressing crises in their communities, where young people's projects could develop entrepreneurial skills, engagement and recognition of them as stakeholders in their communities.	• Identify and disseminate good practices that demonstrate how young people in Europe have developed entrepreneurial solutions to crises in their communities. • Empower young people in local communities through building competences to inspire, enthuse and get others on board, aimed at value creation in the communities. • Promote multi-stakeholder community initiatives (schools/universities, business, local government, young people's and other civic interest groups, e.g. parent organisations, sports associations) that engage and encourage young people in becoming entrepreneurial (ideas to action) aimed at value creation. • EU support for projects where young people propose, lead, manage and implement entrepreneurial solutions to crises (to be defined) in their local communities.

Topics	Key messages	Proposals for next steps
A2: Improving entrepreneurial learning: innovation-related skills for young people through the design of new innovative education tools	• New entrepreneurship educational tools are not enough if they are not associated with innovative teaching methodologies. • It could be questioned how well trained and focused school teachers across Europe are, in connection with entrepreneurship education. • Extracurricular activities are the best practice to stimulate the development of an entrepreneurial mindset in young students (8-16 years).	• New educational and pedagogical tools are needed to create European assessment tools and quality assurance procedures to support teachers. • A European directory for projects and best practices in entrepreneurship education and evaluation of existing projects/initiative/tools. • A harmonised definition of learning outcomes related to entrepreneurship. • Credits for teachers attending training courses in entrepreneurship.
B1: How can we translate into practice the competences needed to become an entrepreneur/change maker?	• An Entrepreneurship Competence Framework has been designed, but the actors in the field do not know much about it yet. • There are already several studies on the necessary competences. • There are good practices. • Teachers need to be empowered. • A qualification does not always contain comprehensive information about the actual competences obtained, nor is a qualification a guarantee of sufficient competences.	• There is a real need to translate the Entrepreneurship Competence Framework into assessments that consider such entrepreneurial competences, and to create an accessible version that allows teachers and stakeholders to take ownership of it. • The EU has the power of convening and should continue to play that role (gather all stakeholders around the table). • All stakeholders (employers, universities, schools, etc.) should move towards certification of competences (rather than knowledge). • Make the work done accessible to all, especially the Entrepreneurship Competence Framework and the best practices available.
B2: Towards collaborative practice (Erasmus+)	The aim of this workshop was to present a project entitled 'Towards collaborative practice', tackling social innovation and entrepreneurship, coordinated by the Salto-Youth Participation Resource Centre. • Professionals from the non-formal learning/youth work field still need to gain a better understanding of entrepreneurship and the role of non-formal learning in supporting entrepreneurship among young people. • Other sectors also need to acknowledge the role of youth work and initiate cooperation projects. • There is still a need for conceptual clarification when it comes to social entrepreneurship given the variety of policy and legislative frameworks in the EU. • Youth workers are looking for practical methods, tools and practices that they can adopt and adapt to their context and want to make it easier to promote entrepreneurship among young people. • Cross-sectoral events like this one are certainly useful for alleviating the abovementioned issues.	• Have increased focus on female entrepreneurs during the next event in the United Kingdom. • Develop a toolkit for youth workers to support (social) entrepreneurship.
C1: Using peer training as methodology and join forces to develop and implement	• Any peer education has entrepreneurial learning as a side effect. • There is a need for a peer education programme focusing on entrepreneurship. • Teaching is the best way of learning, and peer education has a multiplier effect that increases the potential impact considerably.	• Explore existing programmes. • Bring partners together. • Create more room for peer education projects/experiences at secondary and tertiary educational level. • Increase peer education in the education and employment sectors.

Topics	Key messages	Proposals for next steps
C2: The importance of language when discussing entrepreneurial and innovative learning and education	The discussion focused largely on the use of 'innovation' vs 'entrepreneurial' learning. The key messages were as follows. • Language is important! It can limit or extend scope and motivation. • Language needs to be culturally acceptable and stakeholder relevant. • Speak from the perspective of the 'user' language, in this case young people and educators. • How we use language in connection to entrepreneurship is currently problematic and has a narrow focus.	• Consultation with different groups. • Make language relevant to local cultural contexts. • Create a translation framework, e.g. a logic model of language. • Language needs to reflect and get across the value base inherent in entrepreneurial and innovation learning.
D1: How youth organisations are addressing entrepreneurship D2: Is the school the right place to tackle entrepreneurial learning?	• Youth organisations include entrepreneurship education in their educational programmes, even if the subject is not called 'entrepreneurship' specifically, but instead project management/ autonomy, sense of initiative, leadership, etc. • Youth organisations have introduced ways to measure and validate the personal learning outcomes of learners. • The more tailored approach used in non-formal learning settings contributes even more to the personal development of the learners. • More bridges could be created with formal education when it comes to entrepreneurial learning. • The Member States' educational policies should include non-formal learning settings to ensure better access to all young people.	• More cooperation between youth organisations and ministries of education is needed to ensure better public recognition and validation of learning acquired in youth organisations. • Entrepreneurship policies should always be complemented by economic incentives to ensure better access to credits, housing and financial security for young people.
E1: Start-up Europe comes to universities: outreach, enlarge the community of event organisers	• Communication must be improved. • Open up the initiative beyond universities. • The selling proposition must be updated.	The key message is to connect young people with business people to realise young people's business ideas by learning new skills and discovering opportunities. Proposals for next steps include the following. • Develop a badge of honour. • An ambassador programme. • Involve companies as sponsors. • Develop new incentives.
E2: What is the (e) space where we could meet and exchange and work together (coming from different fields)?	The background for the discussion was that many stakeholders deal with the topic 'entrepreneurship' in different contexts, often not knowing about each other. This raises the question of whether a common discussion space is necessary. The key messages were as follows. • Face-to-face contacts are still very important, not only contact via online platforms. • The role of a facilitator for exchanging viewpoints and connecting interested stakeholders has been highlighted as crucial. • At the same time, everybody should be included in the process. • 'What's in for me' — the purpose of such a collaboration needs to be clearly defined. • When looking for an online space we should use existing platforms and tools. • Skype and webinars would also allow other types of interaction. • In general, using different platforms that complement each other is recommended. • Structured, organised exchanges combined with more spontaneous interactions. • Common activities/projects may also be seen as spaces for cooperation.	• Peer-learning pilot programme (online and/ or offline). • Entrepreneurial-learning high-level envoy. • Open method of coordination in policymaking at EU level.

As indicated in the above table, the conclusions of the seminar reflect and confirm the preliminary findings of the study, pointing out the conceptual confusion surrounding entrepreneurship, with the scope and focus of entrepreneurship education and entrepreneurial learning varying consequently from the very narrow to the very broad. The participants also confirmed that the concepts of entrepreneurial learning and entrepreneurship competences are not well understood or embedded in youth work. Youth organisations do foster entrepreneurial competences, but more implicitly through non-formal and peer learning.

In addition, many stakeholders stressed that the need for cross-sectoral cooperation in local communities and sharing experience and best practices among educators from different fields were vital factors in fostering entrepreneurial competences in young people. The Entrepreneurship Competence Framework (EntreComp) recently developed by the European Commission is considered a promising tool for creating a common understanding with regard to entrepreneurial learning, when translated into practical application guidelines and widely promoted.

The seminar demonstrated a deep and honest interest from many different stakeholders in increasing the cooperation within this field. The participants were very enthusiastic, and the seminar identified a wide range of ideas and potential action points ready to be developed further and implemented. Furthermore, several participants committed themselves to continue working with one or several topics, thus securing anchor persons for the further development of cooperation and concrete actions.

Luis Vas, Bogdan Ceobanu, Raluca Diroescu and Juan Ratto–Nielsen formed a discussion group. Photo by Karsten Frøhlich Hougaard.

List of participants

First name	Surname	Country	Organisation
Gunta	Araja	LV	Ministry of Education and Science
Elena	Arène	BE	ASHOKA
Margherita	Bacigalupo	ES	Joint Research Centre
Simone	Baldassarri	BE	European Commission
Tanya	Basarab	FR	European Union-Council of Europe Partnership
Rita	Bergstein	DE	Salto-Youth Training and Cooperation
Gordon	Blakely	UK	Practitioner
Anne-Katrin	Bock	BE	Joint Research Centre
Julien	Bonhomme	BE	Les Scouts
Nicolai	Boysen	DK	Network of Youth Councils (NAU)
Yann	Camus	BE	The European Confederation of Junior Enterprises (JADE)
Bogdan	Ceobanu	BE	European Commission
Rachel	Collier	IE	Young Social Innovators
Dorotea	Daniele	BE	European Research and Development Service for the Social Economy (DIESIS)
Arnold	de Boer	BE	Union Européenne de l'Artisanat et des Petites et Moyennes Entreprises (Ueapme)
Caroline	de Cartier	BE	ASHOKA
John	di Stefano	BE	Entrepreneurship Academy
Gary	Diderich	LU	4motion
Raluca	Diroescu	BE	Salto-Youth Participation
Anusca	Ferrari	BE	The European Schoolnet
Rob	Giddings	UK	Peacechild
Gilbert	Engel	LU	Jonk Entrepreneuren
Antony	Gribben	IT	The European Training Foundation
Efka	Heder	HR	South East European Network for Entrepreneurial Learning (SEECEL)
Karsten Frøhlich	Hougaard	DK	Danish Technological Institute
Ingrida	Jotkaitė	LT	Lithuanian Youth Council
Tomi	Kiilakoski	FI	The Finnish Youth Research Network
Marija	Kljajic	BE	Salto-Youth Inclusion and Diversity
Maja	Ljubic	HR	South East European Network for Entrepreneurial Learning (SEECEL)
Vera	Martinho	BE	Junior Achievement Europe
Massimiliano	Mascherini	IE	Eurofound
Marco	Matrisciano	BE	The Academy of Business in Society (ABIS)
Elin	McCallum	BE	Bantani Education & Research
Sara	Mieth	BE	German Voluntary Service Organisations
William	Okeeffe	BE	European Commission
Geir	Ottestad	BE	European Commission
Maria	Palladino	BE	European Commission

First name	Surname	Country	Organisation
Maria	Podlasek-Ziegler	BE	European Commission
Marguerite	Potard	BE	World Organisation of the Scout Movement
Simona	Pronckute	BE	Former European Voluntary Service volunteer
Juan	Ratto-Nielsen	ES	Training & Consulting. Inter·Training
Jari Matti	Riihelainen	BE	Education Audiovisual Culture Executive Agency (EACEA)
Aitor	Rovilla	BE	volunteer
Edgar	Schlummer	EE	Estonian Youth Work Centre
Alessia	Sebillo	BE	European Research and Development Service for the Social Economy (DIESIS)
Katarzyna	Sokolowska	BE	European Students' Forum (AEGEE)
Marc	van der Ham	BE	Google
Ann	Vanden Bulcke	BE	European Commission
Luis	Vaz	PT	Portugal Entrepreneurship Education Platform
Marten	Verheugt	BE	CSR Europe
Laura	Waden	BE	Protestant Sociaal Centrum in Antwerpen
Kerstin	Wilde	BE	European Commission

Annex
Young People and Entrepreneurship Seminar Brussels

The following summaries of the 10 breakout sessions have been prepared by the hosts of the sessions.

Theme A1: Empowering young people through entrepreneurship to respond to crises in their local communities

Issues

- Crises affecting local communities vary from high unemployment and migration to terrorism and natural disasters. Many EU Member States are affected by these crises but young people rarely engage in finding solutions to them.

- Young people often lack confidence, self-belief and the capacity to be more proactive in their communities. This feeds into a negative perception of young people within broader society.

- Schools and wider societal institutions (e.g. local government) are inadvertently disempowering young people in local communities by not giving them a voice or role in community development.

- 21st century parenting also generates a younger generation absolved of responsibility and accountability, which further encourages a lack of confidence

and a lack of proactive engagement of young people in responding to crises in their local communities.

- There is no recognition or understanding of how the ecosystem of a local community (e.g. schools, youth clubs, sporting venues, arts, local government) could better meet the needs of young people in terms of their active engagement and contribution to community crises. A more joined-up support framework within local communities is important, so as to empower young people to play a role in heading off community challenges.

- Non-formal learning, and particularly learning by doing, through community engagement is under-recognised in developing the entrepreneurial mindset and skills of young people.

- Are we (and society) overly pessimistic about young people's capacity and readiness to make a difference in local communities? Could we not become better at recognising and leveraging their skills where they are strongest (e.g. digital skills, social media applications)?

- EU entrepreneurial learning recommendations (e.g. young people's entrepreneurial experience — 2020 entrepreneurship action plan) and support tools (e.g. EntreComp) have value for other environments, where young people could develop entrepreneurial attitudes and skills non-formally.

Opportunity

- Youth work and youth development could provide important leverage in building the capacity of young people in addressing crises in their communities, where young people's projects could develop entrepreneurial skills, engagement and recognition of them as stakeholders in their communities.

Proposals

- Identify and disseminate good practices that demonstrate how young people in Europe have developed entrepreneurial solutions to crises in their communities.

- Empower young people in local communities through building advocacy skills aimed at value creation in their communities.

- Promote multi-stakeholder community initiatives (schools/universities, business, local government, young people's and other civic interest groups, e.g. organisations of parents, sports associations) that engage and encourage young people to be entrepreneurial (ideas to action) with the objective of value creation.

- EU support for projects where young people propose, lead, manage and implement entrepreneurial solutions to crises (to be defined) in their local communities.

Next steps

- Further discussion and elaboration of the above issues, ideas and proposals by a sub-group from 14 December. Volunteers (others may be added): Gunta (EE), Max (IT), Maria (PL), Elin (UK), Marija (RS), Laura (IT), Tony (IE).

Theme A2: Improving entrepreneurial learning: innovation-related skills for young people through the design of new innovative education tools

or

Innovative tools and practices for learning/teaching entrepreneurship in schools

Summary points

The discussion focused on the development of innovative tools and practices for teaching entrepreneurship to young students (8-16 years) based on the Entrepreneurship Competence Framework (EntreComp) recently published by the Joint Research Centre. The emphasis of the discussion was mainly directed at the role of teachers and their impact in the attainment of entrepreneurial skills by young students.

All the participants agreed that, due to the role they play in shaping the mindset of young people, teachers must keep their methodologies under constant review to encourage young people to continue the practice of innovation and entrepreneurship into adulthood. For this reason, the participants raised a fundamental question: how is Europe training teachers to reinforce entrepreneurship education in schools?

First, there was common agreement among the participants that entrepreneurship does not involve a specific school subject. Rather, it requires innovative ways of teaching where real-life learning experience and project work have the main impact on the pedagogical development of an entrepreneurial mindset.

Best practices in that sense are mainly represented by extracurricular activities allowing students to improve their basic and soft entrepreneurial skills. However, to help young students strengthen their entrepreneurial spirit and behaviour, teachers need a wide range of competences that are not often part of their professional background. In order to address this issue the participants shared their experience related to EU projects and best practices that gives teachers and educators the opportunity to acquire knowledge, skills and attitudes that enable them to be innovative and become entrepreneurial themselves.

A common piece of feedback from everybody attending the session was that the European Commission and Member States need to develop a set of learning outcomes related to entrepreneurship, assessment tools and quality assurance criteria designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes.

Theme B1: How can we translate into practice the competences needed to become an entrepreneur/change maker?

Participants: Ashoka: Gordon Blakely (practitioner), Diesis, JA Europe, Ueapme; Seecel; European Commission

What have we found out?

- A Entrepreneurship Competence Framework has been designed, but is not well known by the actors in the field.

- Several studies on the required competences exist.

- Good practices exist.

- Teachers need to be empowered.

- Qualifications do not say that much; competences are often more important than degrees.

What/who is missing?

- Translation of the Entrepreneurship Competence Framework into practice: there is a real need to translate the framework into assessments that consider entrepreneurial competences, and to create accessible versions that allow teachers and stakeholders to take ownership of it.

What are the next steps to move this forward?

- The EU has the power of convening and should continue to play that role (gather all stakeholders around the table).

- All stakeholders (employers, universities, schools, etc.) should move towards a certification of competences (rather than knowledge).

- Make the work done accessible to all, especially the Entrepreneurship Competence Framework and best practices.

Pitch: Need to develop entrepreneurial ecosystems!

Theme B2: Towards collaborative practice (TCP) (Erasmus+/Salto-Youth Participation Resource Centre)

Proposed by Raluca Diroescu (Salto-Youth Participation Resource Centre, Brussels Belgium)

Discussion summary

Entrepreneurship, and especially social entrepreneurship, has been getting a lot of attention for the past few years — including in the field of youth work. The relationship between youth work and entrepreneurship has been complicated. This is partly due to a limited understanding of the concept and a certain incompatibility of values. Since 2012, Salto-Youth Participation, in collaboration with the Erasmus+ national agencies of Austria, the French speaking community of Belgium, Denmark, Germany, France, Italy, Hungary, Malta, Poland, Romania, Sweden and the United Kingdom, has been trying to demystify the meaning of entrepreneurship and position it as a possibility within youth work. Since then, seven training courses, seminars and conferences exploring this theme have been organised, and in 2014 the book *Young people, entrepreneurship and non-formal learning: a work in progress* ([19]) was published, bringing us several steps further towards understanding the controversial connection.

The aim of this workshop was to present a project entitled 'Towards collaborative practice', tackling social innovation and entrepreneurship, coordinated by the Salto-

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[19] https://www.salto-youth.net/downloads/4-17-2949/010_SALTO_Participation.web_A%20work%20in%20progress%5B2%5D.pdf

Youth Participation Resource Centre with the support of a consortium of eight Erasmus+ national agencies (Bulgaria, Denmark, Spain, France, Italy, Hungary, Malta and the United Kingdom). The project consists of a series of large-scale cross-sector events: two have already been held, in Sweden (2015) and Italy (2016), and the third one will be organised in the United Kingdom at the end of 2017. The events bring together professionals such as youth workers, youth leaders, formal education representatives, social entrepreneurs, employment and entrepreneurship support structures, etc., from more than 25 countries. They aim to gain a better understanding of social innovation/entrepreneurship and social impact creation; expand their networks; share and discover ideas, tools, methods and practices; and receive information on Erasmus+ funding opportunities to promote projects to foster social innovation and entrepreneurship among young people.

The first #TCP2015 Conference in Malmö, Sweden, in November 2015, aimed to explore the potential of youth work to support social innovation and entrepreneurship and advance collaborative practice. It created a platform to discuss social innovation and entrepreneurship and young people and map support structures, initiatives, programmes and financial schemes at the national and European levels. One of the most important conclusions of the conference was that cross-sectoral collaboration was indeed the key to successful, sustainable and innovative entrepreneurial projects. The conference also reinforced the organisers' belief that the youth work sector needed more examples of social innovation and entrepreneurship practice, success stories/failures, methods and tools to familiarise itself with these concepts, learn from previous experiences and improve the quality of its projects.

With this in mind, it was decided to take the next step and organise the second TCP event, the #TCP2016 Forum in Lecce, Italy in November 2016, an eminently dynamic and interactive event where the participants were given the floor to give and receive information and inspiration. The #TCP2016 Forum was a laboratory of ideas, methods and tools where experienced people, who work in the field of entrepreneurial learning/entrepreneurship/social innovation, interacted with the participants on how to make their innovative projects sustainable. The participants were able to network and initiate international cooperation projects within the youth sector and beyond. The wider aim of the event was to build a European community sharing projects, ideas and experiences of social innovation and entrepreneurship, with particular focus on Erasmus+/'Youth in action' opportunities. The project's website (http://www.tcpcommunity.eu) provides more information about the concept and the content of the events.

The next edition of TCP (#TCP2017) will take place in the United Kingdom, in collaboration with the Representation of the European Commission in the United Kingdom. The call for participants will be launched in June 2017.

Theme C1: Using peer training

What have we found out?

- Any peer education has entrepreneurial learning as a side effect.

- There should be a peer education programme focusing on entrepreneurship.

- Peer education has a multiplier effect and may lead to a huge impact.

- We collected ideas on how to engage young people.

What/who is missing?

- Partners that have 'ready-made' entrepreneurship training programmes and would share them to be adapted to peer training.

What are the next steps to move forward?

- Check existing programmes.

- Get partners together.

- Give more space at high schools and universities to peer education projects/experiences.

- Get peer education into the education and the employment sectors.

Pitch: Teaching is the best way of learning.

The following would like to be part of developing this subject further:

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Theme C2: The importance of language when discussing entrepreneurial and innovative learning and education

Proposer: Rachel Collier, Young Social Innovators

Participants: Joint Research Centre (EntrComp); Young Social Innovators, Bantani Education; European Training Foundation

Summary points

The discussion focused largely on the use of 'innovation' vs 'entrepreneurial' learning. Which word best reflects the type of learning that we are referring to? It was felt that in many countries the terms 'entrepreneurial' and 'entrepreneurship' are used and understood almost exclusively in terms of enterprise and business learning. This was felt to be inadequate, limiting and perhaps creating a barrier to young people. It also does not reflect the entrepreneurial learning that takes place when engaging in social innovation and entrepreneurship.

The language we use is therefore important — what are we trying to convey? If this learning is seen as building business competences, then it fails to relate to the wider learning benefits. It also does not embed the values that need to be included in education, such as inclusion, integration, rights and sustainability. It was felt strongly that such a value base of learning is important and needs to be reflected in the language of entrepreneurship/innovation.

Another problem with the term 'entrepreneurial' is that it feels like it is for smart young people. The term 'innovation', on the other hand, seems to be more inclusive as everyone is innovative.

A discussion took place with different and interesting viewpoints. 'Innovation' cannot 'catch' everybody either, as in Italy, for example, innovation is aligned somewhat with military innovation. Is one a subset of the other?

The purpose of the learning (the competences learned) was thought to be important when deciding what words to use. There was general consensus that entrepreneurial/ innovation learning should be developed in all young people. This learning is a process of creativity and thinking more than of producing an end product. It is not a one-off but iterative, and value creation should be at its core.

It was felt that language is important — it can limit or extend the scope and motivation. Words can reflect inclusivity, purpose and values, and ultimately motivate and involve young people themselves, or they can exclude many by virtue of misunderstanding the terms used.

It was recommended that the current research scope this more and include it in its findings.

Themes D1 + D2: How youth organisations are addressing entrepreneurship.

Are schools and formal education the right places to tackle entrepreneurship education?

Workshops proposed and facilitated by the Scouts

Introduction

The learning outcomes of the two sessions were quite similar, therefore the two workshops could be gathered into one more global presentation on the role played by youth organisations and non-formal learning in entrepreneurship education.

Main learning outcomes

Youth organisations do tackle entrepreneurship education in their educational programmes even if is called something different — project management/ autonomy, sense of initiative, leadership

The discussion focused on how youth organisations are tackling youth entrepreneurship. As per the outcomes of the presentation made by the researchers, most youth organisations do not seem to tackle youth entrepreneurship directly as such. However, some European projects (for example from the Scouts) have tackled the issue and tried to promote this aspect further in their youth programmes.

Furthermore, if the explicit creation of enterprises is not meant, entrepreneurship education in its broader understanding includes competences on how to lead and manage your own personal development, such as sense of initiative, resilience, leadership and team management, as well as capacities of learning to learn.

Even though youth organisations have quite diverse focuses and work in different settings (churches/cities/schools), they in fact share quite similar methodologies using non-formal learning, where the learners are put at the centre of their personal development, through learning by doing, youth-led activities and volunteering.

Youth organisations have introduced ways to measure and validate the personal learning outcomes of the learner

Lots of youth organisations are in fact non-formal education providers — meaning that learning outcomes do not happen by chance (informally), but are driven by a clear educational programme with expected, predefined learning outcomes. Youth organisations use project-based methodologies where young people's learning outcomes are recognised and validated (for example by badges in scouting, or certifications such as Youthpass).

There are two levels of learning outcomes: either young people are engaged as a direct target group in the educational programme (from 8 to 25 years of age) or the volunteers themselves deliver the educational programme to their peers.

More bridges could be created with formal education — but the more tailored approach used in non-formal learning and peer-to-peer education also contributes to personal development

The methods used in youth organisations could also be applicable in formal education and more bridges could be created. However, the added value of youth organisations is also to offer a more peer-to-peer learning environment, where young people themselves define their own personal targets. Therefore, youth organisations contribute better to building self-confidence. With the constraint of measuring and assessing the learning outcomes and programmes delivered by teachers, formal education does not necessarily offer comparable spaces.

Educational policies in the Member States should better integrate non-formal learning spaces into their approach to ensure better access to all young people

Youth organisations offer an approach that is complementary to formal education — it is a very relevant and good-value offer as it is mainly based on volunteer engagement. However, young people from the most disadvantaged backgrounds sometimes exclude themselves from this offer, even though most youth organisations are open to all. Public policies should support the capacities of youth organisations to better reach out and offer educational activities to a larger audience. Reaching out to young people not in education, employment or training (NEETs) and the most needy young people would require a heavier investment (also financial) in youth organisations, and would therefore require better support from the public education budget.

More cooperation with ministries of education would be needed to ensure better public recognition and validation concerning non-formal learning spaces (e.g. discovery week of volunteering/youth organisations as part of the curricula offered at school/validation systems of learning outcomes acquired through youth organisations, etc.).

Educational policies should be complemented by economic policies ensuring better financial security and access to credit for young people

The participants in the workshop also added side exchanges on whether it is relevant to focus only on young people's entrepreneurial skills when young people are the least likely to create their own companies as compared to more experienced adults. Young people face more difficulties when trying to access credit, and they are more concerned about securing their direct needs such as housing or financial security (especially if they already have student loans). Furthermore, they might have less knowledge about specific markets to be able to address specific needs, whereas more extensive work experience can help to acquire such knowledge.

Therefore, it is even more relevant to ensure a broader scope of entrepreneurial learning around autonomy at work, leadership and ability to learn (which can also be made directly applicable in employee positions), while more specific focus on business creation should be directed at a larger audience, including more experienced workers.

Entrepreneurship policies should always be complemented by economic policies to ensure better access to credit, housing and financial security for young people.

Theme E1: Start-up Europe comes to universities: outreach, enlarge the community of event organisers

Participants: Portugal Entrepreneurship Education Platform; Training & Consulting — Inter·Training; Salto-Youth Participation; European Commission

What we discovered

- Communication must be improved.

- Open up the initiative beyond universities.

- The selling proposition has to be updated.

What is missing?

- A badge of honour.

- An ambassador programme.

- Corporations involved as sponsors.

- New incentives.

Next steps

- Focus on the outcome with the multipliers.

- Training on how to transmit the message.

Pitch: Connect young people and business people to realise their business ideas by learning new skills and discovering opportunities.

Theme E2: What is the (e)space where we could meet and exchange and work together (while coming from different fields)?

Participants: Lithuanian Youth Council; Simona (former EVS volunteer); Seecel; German volunteering organisations, Peacechild; European Commission

Currently many stakeholders deal with the topic 'entrepreneurship' in different contexts, often not knowing about each other. The question was: Do we need a space where cooperation across sectors could take place, to better learn from each other and to finally achieve a greater impact to the benefit of young people?

The starting point for the discussion was a general reflection on what the place and role of volunteering, non-formal learning and non-profit organisations in the

entrepreneurship concept are. It seems that, currently, 'entrepreneurship' has mainly been reduced to actions addressing youth unemployment and business creation.

There is a lack of common ground and common understanding among various stakeholders when speaking about entrepreneurship. Thus entrepreneurship may be understood as leadership (but leadership may imply the division between 'us' and 'them'), or it may be understood as activism, active citizenship, being proactive, taking actions, etc.

There are also cultural issues linked to how entrepreneurship is perceived, such as the language and traditions in a given country, and many stereotypes surrounding entrepreneurship can be detected as well.

Entrepreneurship is generally seen as a new working area. Many stakeholders are involved at many levels (European Commission, national governments, local communities, organisations/individuals), which makes entrepreneurship a complex issue.

Sharing experiences between various stakeholders would be desirable, for example through peer learning or common projects. Attracting young people to the topic is also crucial. A common space for cooperation could be the Entrepreneurship Competence Framework (EntrComp), recently developed by the Commission and the Joint Research Centre.

When starting an activity or cooperation we should always think of the consequences.

What we have found out?

- Face-to-face contacts are still very important, not only contact via online platforms.

- The role of a facilitator for exchanging and connecting was highlighted as crucial.

- At the same time, everybody should be included in the process.

- 'What's in for me' — the purpose of such a collaboration needs to be clearly stated.

- When looking for an online space, we should use existing platforms and tools. Everybody already has many passwords and usernames to remember — there is a certain weariness in connection with having to use new applications and tools.

- Skype, webinars — would also allow another types of interaction.

- It is recommended generally that different platforms be used that complement each other.

- The tools and platforms should be attractive.

- Structured, organised exchange combined with more spontaneous interactions.

- Common activities/projects may also be seen as spaces for cooperation.

What/who is missing?

- Collaboration culture.

- Facilitator/coordinator who would 'energise' the cooperation between different stakeholders.

- Commitment of all involved parties to cooperate with each other.

- Information about the activities of other stakeholders.

- Proactivity.

- Clear definition of 'what is my role?'

- An online library which would allow gathering information/documents from different fields in a user-friendly way.

What are the next steps to move forward?

- Peer-learning pilot programme (online and/or offline).

- Entrepreneurial-learning high-level envoy.

- Open method of coordination in policymaking at EU level.

ANNEX 6: LIST OF DATA SOURCES

Contents

1.   INTRODUCTION

In the following, we present a list of the literature and other secondary sources consulted during the study.

The sources are arranged in two sections as follows.

- The first section presents the literature that was consulted while drafting country studies, case studies and inventory of good practices. This list is further subdivided by country. The number of literature sources varies noticeably between countries. Country researchers have been given freedom to choose the sources for their reports, and some have relied mainly on literature, while others have chosen interviews as their main source. In some countries, comprehensive sources were available, while in others, the researcher has had to piece together the evidence from many sources.

- The second section presents the bibliography of the main study report.

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