



Call for Chapter Contributors to a SALTO Participation publication on the role of youth work (non-formal learning) in fostering entrepreneurial learning among young people

Youth unemployment is one of the main social and economic challenges of this decade. Whilst youth entrepreneurship is far from being the solution, it is likely to be part of a response. Youth work (non-formal learning) enables young people to develop the entrepreneurial skills that are important in their daily lives, in the work place, and when establishing a social or commercial activity. However, the role of youth work in fostering entrepreneurial learning has rarely been a topic of inquiry in its own right. The relationship between the two has been either assumed or contested, but not thoroughly examined. Nevertheless, youth work is a field which has developed tremendously across Europe, whilst the 'Youth in Action' programme has been particularly influential in bringing young people closer to the transferable skills they need in a competitive labour market.

SALTO Participation, with the conceptual support of **DG Education and Culture of the European Commission/ Youth Unit**, will produce a publication on the contribution of non-formal learning (youth work) to fostering entrepreneurial learning.

This book aims to analyze the intersection between entrepreneurial learning and youth work and to raise awareness of the potential offered by the non-formal learning sector in making a contribution to the current policy making process on entrepreneurial learning and youth entrepreneurship. It will explore the theoretical developments in the field; the dilemmas and tensions involved in entrepreneurial learning through youth work and will provide practice-oriented information: illustrative examples, strategies for action and methods of non-formal education. Ultimately, the book will help bring the notion of entrepreneurial learning closer to the center of youth work practice, youth research and European policy.

For this purpose, SALTO Participation is calling for contributions that:

- explore/explain the concepts of 'entrepreneurship', 'entrepreneurial learning', "social entrepreneurship" in connection to youth work (non-formal learning) in general and the 'Youth in Action' programme in particular;
- examine how youth work can contribute to fostering youth entrepreneurship in ways that integrate ethical values, the concern for social justice and solidarity;
- map the main stakeholders involved (including young people) and their views/ expectations/ dilemmas on youth entrepreneurial learning;
- support further learning among youth workers by providing resources (methods, examples of practice, research) they can use to support/coach young people in running their youth projects (and possibly setting up their own social or economic activities as a follow-up);

- promote youth work achievements in the field thus far by discussing case studies of entrepreneurial learning/ youth entrepreneurship;
- reflect on the added-value of cross-sectoral cooperation (formal education, non-formal learning, social enterprises, public institutions and the business sector) in order to identify opportunities for action in the field of entrepreneurial learning for young people.

The book will be grounded in the concept of *engaged scholarship*: a recent approach which integrates the knowledge of researchers and non-academics: policy makers, young people, practitioners in non-formal and formal education, or those active in the business sector. The main underlying principle is that different professional groups have different modes of understanding and are thus able to generate different types of knowledge. The goal is not to reach a consensus among the various professional communities, but to build upon the creative tensions generated, and encourage further discussion and reflection.

Each chapter will end with three sections:

1. **Implications for youth work practice:** a section summarizing the findings that are relevant for practitioners. It may present: methods, lessons learned, tools to promote, motivate and train young people for entrepreneurship.
2. **Reflection questions:** a section able to stimulate further debate and analysis which cultivates a questioning orientation among practitioners.
3. **Further reading** and sources of information.

A common template for reporting the examples of practice will be provided. SALTO Participation particularly welcomes contributions that go beyond descriptive case studies and examine their relevance for youth work practice (discussing a method/ approach, the lessons learned, outcomes). Due to budgetary limitations, contributions cannot be paid. The publication may provide visibility to chapter authors, including NGOs (e.g. logos, brief presentations, pictures when applicable).

SUBMISSIONS GUIDELINES:

Interested researchers, practitioners and policy makers are encouraged to communicate their intention by sending the CV and a brief outline of their proposed contribution by April 5th, 2013 to Maria-Carmen Pantea, publication coordinator (email pantea@policy.hu) – please cc raluca@salto-youth.net. Please feel free to get in touch if you have any questions.

The publication of the book is scheduled for the end of 2013. It will aim to achieve a balanced geographical and professional coverage. Final chapters will have between 3000 and 6000 words.

TIMELINE:

Expression of interest	April 5 th , 2013
Communication of selected contributions	April 10 th , 2013
Submission of the first draft	May 25 th , 2013
Review process and submission of a revised draft	June 20 th , 2013

Provision of feedback from SALTO Participation	July 15 th , 2013
Submission of the final draft	July 30 th , 2013

A **preliminary structure** is presented below. However, SALTO Participation is open to proposals considering other dimensions of entrepreneurial learning than those envisioned at this stage:

Executive summary

Preface

Introduction

Part 1: Youth work and entrepreneurial learning

- Entrepreneurship and related concepts (e.g. entrepreneurial learning, social entrepreneurship, entrepreneurial culture, entrepreneurial mindset);
- A review of the approaches to and controversies surrounding the role of youth work in fostering entrepreneurial learning;
- The changing notion of competencies required in the labor market; the increasing role of non-formal learning in shaping transferable skills in the labour market; the particular relevance of the skills acquired in non-formal settings, in relation to those acquired in formal settings;
- Emerging trends in entrepreneurship: from a 'personality' model to more complex, structural state policies. Young people and entrepreneurship: advantages and barriers; entrepreneurship out of opportunity vs. entrepreneurship out of necessity; the role of social context and culture in shaping the understanding of entrepreneurship in different European countries.

Part 2: Programmes and projects supporting entrepreneurial learning

- Youth work as a site of entrepreneurial learning. General overview of opportunities, challenges and dilemmas involved in fostering the entrepreneurial skills of young people
- The role of the 'Youth in Action' programme as a main driver for youth work and entrepreneurial learning across Europe
- Case studies of entrepreneurial learning/youth entrepreneurship for the use of youth leaders/workers assisting young people in various entrepreneurship initiatives. Successful strategies used in the frame of the 'Youth in Action' programme, proposed for replication in different contexts.

Part 3: Cross-sectoral cooperation supporting entrepreneurial learning

- Mapping the main stakeholders involved and their views on youth entrepreneurship and expectations of entrepreneurial learning. Also answering the question: What does entrepreneurship mean to young people?
- Approaches to entrepreneurial learning in different sectors (formal education and business sector); youth entrepreneurship status in various EU countries;
- Synergies between various systems (formal education, non-formal learning, the business sector, public institutions) in the field of entrepreneurial learning.
- Policy implications. The added value of involving the non-formal learning sector in the policy-making process on entrepreneurial learning. Tentative proposals for modes of action.