



# Entrepreneurship+



◀ A DIGITAL GUIDE TO  
NON-FORMAL ACTIVITIES IN  
ENTREPRENEURIAL LEARNING ▶

Entrepreneurship+ digital guide provides to youth workers the resources and good practices in order to be able to understand and deliver entrepreneurial education and learning.



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The financial crisis of 2008 devastated national economies around the world. European countries are still recovering. But the spotlight is only now beginning to shine on one issue that could fracture national economies again, the youth unemployment crisis. Many 15- to 24-year-olds are struggling to find jobs, to further their education and to cope with a new world order in which they perceive they have no role. Indeed, while the Eurozone overall unemployment rate came in at 8.9% for September 2017, the lowest rate since February 2009, the region's youth unemployment for those aged 15-24 remains high. According to recent Eurostat data, 3.722 million young persons (under 25) were unemployed in 2017 in the EU28, a decrease of 380,000 as compared with October 2016. The lowest youth unemployment rates were observed in Germany (6.6 %) and the Czech Republic (7.2%), while the highest were recorded in Greece (40.2 % in August 2017), Spain (38.2 %) and Italy (34.7 %). These figures demonstrate that youth unemployment still remains high across the EU.

With a large proportion of young people unemployed and not having any defined role in society, there is a high risk of social cohesion and of trust in public institutions being undermined, with harm for medium-term growth prospects. Thus, promoting youth entrepreneurship is considered by many one of the main solution to European youth unemployment and societal challenges.

This digital guide is based on the results of the “Entrepreneurship+” strategic partnership project supported by the Erasmus+ Programme of the European Union. As a joint effort of the Association Universitaire Latino-Américaine (Belgium), Alternativi International (Bulgaria), Institute for Cultural Relations Policy (Hungary), and Futuro Digitale (Italy), this booklet is aimed at providing to youth workers the resources and good practices in order to be able to understand and deliver entrepreneurial education and learning.

Entrepreneurship has emerged over the past three decades, as arguably the most potent economic force that the world has ever seen. The focus of economic development, and even of collegiate business programs, has shifted more heavily toward entrepreneurship. This increased interest in the entrepreneur's role in the economy has led to a growing body of research attempting to identify the factors that promote entrepreneurship.

The level of entrepreneurship differs considerably across countries and over the time. Both causes and consequences of entrepreneurship are a matter of significant and extensive debate among scientists, policy makers and governments. A high level of entrepreneurial activity is assumed and shown to contribute to foster competition, innovation, economic growth, job creation and well-being of the citizens.

The importance of entrepreneurial activity for the economic growth of countries is now well established. The relevant literature suggests important links between education, venture creation and entrepreneurial performance, as well as between entrepreneurial education and entrepreneurial activity. The primary purpose of this paper is to provide some insights about entrepreneurship education. The meaning of entrepreneurship education is explained, and the significant increase of these educational programs is highlighted. Literature has been suggesting that the most suitable indicator to evaluate the results of entrepreneurship education is the rate of new business creation. However, some studies indicate that the results of such programs are not immediate.

Therefore, many researchers try to understand the precursors of venture creation, concluding that is necessary to carry out longitudinal studies. Based on an overview of the research published about the existing linkage of entrepreneurship education and entrepreneurial activity, the main topics studied by different academics are addressed. For the authors, the positive

impact of entrepreneurship education puts a double challenge on governments in the future: the increased need of financial funds to support entrepreneurship education and the choice of the correct educational program.

Entrepreneurship is an education, which is believed to provide people with understanding of concepts of entrepreneurship, train and motivate them to do the entrepreneurial activities in future.

The study also attempts to unearth the factors that motivate them to take entrepreneurial activities and to overcome their hurdles. It seeks to provide people with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. In addition, this includes helping them to learn about core business areas such as finance, sales, marketing, management and accounting, not to mention, broader ranging skills such as adaptability, effective communication, and confidence. Evidence also shows that people with entrepreneurial education are more employable.

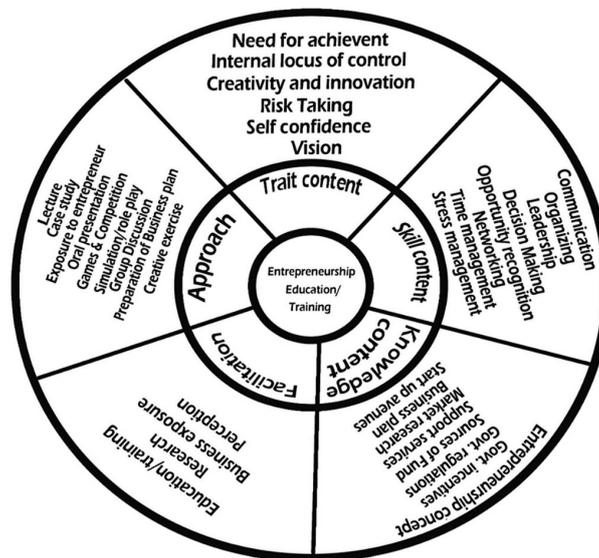
Entrepreneurship is a skill that can be learnt. You do not have to be born an entrepreneur to run a successful business. You can become one by developing an entrepreneurial mind-set and skills. Entrepreneurship education prepares people to be responsible and enterprising individuals. It also helps people to develop the attitude necessary to achieve the goals they set out for themselves.

It also focuses on developing real-world skills that will help students to lead exceptional lives in a rapidly changing world.

Entrepreneurship education teaches students crucial life skills, such as:

- How to collaborate and work with a team
- How to speak in public and prepare an effective presentation
- How to collect and analyse data
- How to use social media as an advocacy tool
- How to solve real, complex problems that don't have a definitive answer
- How to use curiosity and creativity to find an innovative approach to difficult problems.

Entrepreneurship Education is related to many other non-conventional educational concepts, which have as a common aim to initiate and increase the schools' collaboration with the surrounding world. This is based on the need for schools to create more authentic learning environments in which the learning objectives are more aligned with the requirements of today's societies.



In general, schools' collaboration with the surrounding world can be a source of additional resources such as costly engineering tools apart from the expertise knowledge and openings to authentic contexts for the school assignments.

## Objectives:

- Provide the framework for learning environments and assignments in such a way that students can see the practical sides of school knowledge, illustrating ways in which students can develop from school knowledge and skills that can become tools for life as well business.
- Recognise the substantial impact, which Entrepreneurship Education can have on students' academic achievement and professional careers if it is conducted towards promoting the personal attributes of students, also when the students do not plan to start a business.
- Introduce Entrepreneurship Education progressively from an early student age on to stimulate the development of entrepreneurial attitudes, skills and knowledge.
- To offer functional education to the youths that will enable them to be self-employed and self- reliant.
- Provide the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- To serve as a catalyst for economic growth and development.
- To create employment opportunities.
- Reduction in rural-urban migration.
- Provide the graduates with enough training and support that will enable them to establish a career in small and medium size businesses.
- To inculcate the spirit of perseverance in the youths and adults which enable them to persist in any business venture they embark on.
- Create smooth transition from traditional to a modern industrial economy.

## Why it is important?

While the society all around is developing with technology and innovations, the K-12 schools have been in an inactive or motionless scenario. Education is the driving force behind every country's economy, directly or indirectly. Sure, many schools have adapted to modernisation, and have started making students work in groups to solve problems, learn online and integrate science with arts.

However, it is noticed even then, students that are graduating lack the advanced skills and innovative thinking to work through the modern day challenges in the workplace. Thus, entrepreneurship, the capacity to not only start companies, but also to think creatively and ambitiously, is very important to be included in school curriculum.

Entrepreneurship education aids students from all socioeconomic backgrounds to think outside the box and nurture unconventional talents and skills. It creates opportunities, ensures social justice, instils confidence and stimulates the economy. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education.

Young people with entrepreneurship education are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programmed in secondary school will later start their own company. That is up



to five times higher than in the general population. Businesses started by these students are also more ambitious.

Anyone can become an entrepreneur. It is possible to follow your dream job while still working full-time somewhere else thanks to today's technology access.

Introducing young kids to entrepreneurship develops their initiative and helps them to be more creative and self-confident in whatever they undertake and to act in a socially responsible way. There are many ways entrepreneurship lessons can be integrated in the school curriculum.

## **Learning a business**

Students can practice writing, interview questions and conduct interviews with entrepreneurs. The information can then be compiled into a directory of the types of goods and services, locations, and hours of the businesses. Students can then discuss the location, advertisement and the products involved in the business.

## **Language arts**

Students can be challenged to come up with business ideas or products, that they think others would be interested to buy. Students can then debate on the potential audience for the product and how they can make modifications to it, which will be more alluring to their audience. Students can also deliberate on with what and whom this product will be competing with.

## Thinking skills

Teach students to think on, what is positive or strong about their work and let them ponder on their weaknesses to find the changes needed to make their product more interesting. Let students to understand, passion and satisfaction to come up with their own original ideas to persevere in the project with what limited resources they have.

## Imagining

Creativity dwells within imagination. Pass around common objects to students and make them imagine that object in a different outlook, it will help students to see the same object through a different perspective. It will make students to see possibilities in a common object in a new way.



## Research skills

Have students to look through the yellow pages to spot businesses and interesting names, and then categorise these results in superlative forms of adjectives, foreign words, what the business produce or sells, geographic locations and their functions.

## Advantages

### Personal growth and development

Studying entrepreneurship benefits students and learners from different social and economic backgrounds because it teaches people to cultivate unique skills and think outside the box. Moreover, it creates opportunity, instils confidence, ensures social justice and stimulates the economy. Entrepreneurship education also provides budding entrepreneurs with the skills and knowledge to come up with business ideas and develop their own ventures. In addition, this includes helping them to learn about core business areas such as finance, sales, marketing, management and accounting, not to mention, broader ranging skills such as adaptability, effective communication, and confidence.

### Relevance

The advantage of learning entrepreneurial skills over subjects that are more traditional is that they are not uniquely relevant to a career as an entrepreneur. The skills needed to start your own business are relevant in any field and would also be desirable attributes for being an employee. In fact, having a wide range of business-relevant skills acquired through studying entrepreneurship would make you an ideal candidate in most fields. Therefore, skills taught in entrepreneur courses generally apply to all areas of industry and do not kill creativity or block opportunity to a specific career.

### Tap into unrealised talents

Standard education programs ranging from elementary schools to universities are optimised to reflect the “education for everyone” model. While the idea

behind this movement is great and essentially good, it does not mean that it brings out the best in the students. Many students float away from their talents because they are pushed to study math, history, or the arts.

Learning entrepreneurship is very different from learning anything else. The very concept of the program is to help the students identify their strengths and talents and to work on improving them. In real-world examples, we can see many successful entrepreneurs who were very bad students in their time. Both Mark Zuckerberg and Bill Gates are college dropouts and look at them now.

## **Risk is something to live with**

Another important lesson that entrepreneurship programs teach students is that risk is something natural, something that we have to live with, and something that has to be managed. There is no other school program that teaches this.

In fact, if we are being honest, most of us have been thought throughout our education that we need to stay away from the risks and that certainty is the best path to take. In the world of business, risk is a common occurrence. In addition, to be able to succeed in it, you have to work on your character traits – risk-taking and persistence. An entrepreneurship program fosters these character traits. This is why it is beneficial for students when they find themselves in a real-life situation.

## **Critical Thinking**

The ability to think critically is essential to your success in the world of business. Unfortunately, it is not something that is being nurtured in the traditional schools. Why is this important? A company is not something bound to run

smoothly forever, especially today, when markets are more volatile than ever. Not to mention the harsh competition.

Learning entrepreneurship exposes students to numerous opportunities to learn how to think critically and analyse the pieces on the board. Being aware of all the important factors and seeing how they affect each other is the foundation of a smart decision-making process.

## **Benefits to society**

Moreover, skills associated with entrepreneurs, such as financial literacy, money management, and strong interpersonal skills are not only beneficial but also relevant for day-to-day life. Nonetheless, the benefits of entrepreneurship studies go beyond being purely personal; they are also beneficial to society. The economic benefits of entrepreneurs to society has never been in doubt. New enterprise and entrepreneurial innovation are critical for any society to be globally competitive, with technological advancements creating new jobs.

## **Be able to make a difference**

The world has never been more in need of students who are trying to make a difference than it is today. In addition, this is the very definition of entrepreneurs. Yes, their goal is to sell products and services, but this is just one piece of the entire puzzle. To become successful at it, they have to identify the real needs and problems of people and solve them.

Even fresh out of the entrepreneurship education program, the students have this unique mind-set: find problems that need to be solved, invent a solution for them, and, ultimately, make the world a better place.

## Preparedness for real life

As our education, system becomes plagued with rigid testing and standards, opportunities to innovate, collaborate and demonstrate proficiency in real life situations become rare. In addition to encouraging people, entrepreneurship education requires students to be innovative, creative and collaborative with others.



If our current society is to benefit from the benefits of entrepreneurship, it is only fair that we equip ourselves with the training to do so. On the other side, the personal benefits of studying entrepreneurship spread far beyond the business world leading to an arguably more prosperous livelihood. It goes without saying that we as a society should be doing more to help develop our entrepreneurial minds.

## Conclusion

The educational system influences the knowledge base, the achievement of skills, competences and attitudes on which future career choices are based. Since these decisions are essential to the future of the individual, school has the responsibility to inform and expose students to a wide range of career options, including entrepreneurship.

Youth work has a long and rich history, but this segment of the society as a workforce and as a driving force to deliver and generate positive changes seems to receive less visibility and authority than it deserves. Our attitude has changed and obtained better understanding of it, but we must keep up the speed with the changes.

The phenomena had already gone through on some transformation since the beginning. However, it is going through a new modification, mainly because the expectations of the labour market are rapidly changing, the technological transformation and the social changes. In this newly developing situation, we have to investigate and analyse the youth work sector from a new perspective.

Therefore, this study aims to gain better understanding of the youth work sector. Youth workers take a huge responsibility in education, social development and serving the society's well-being. Today governmental bodies and international organisations rise the attention of the topic.

However, it still lacks the necessary support and recognition. Therefore, empowering youths and youth workers is everybody's responsibility. This study will present the current situation of the youth work sector and provide a general understanding of its challenges and difficulties. Moreover, it intends to analyse the principles that are fundamental and required for youth work.

### **What is youth work?**

#### **The origin of youth work**

The origin of youth worker roots in social pedagogy. Besides the institutional pedagogy, social pedagogy had evolved and become recognised as a third space of education. It contains everything outside of the schools and the family (Nagy, 2017). With this new concept our perspective transformed, and the

schools were no longer the only responsible body for training and showing guidance to young people.

Social pedagogy opposite to institutional education in a perspective of where and how the learning process should take place. Public education is a more individualistic approach than social pedagogy which relies on cooperativeness. On the other hand, social pedagogy prefers the organic development of people and knowledge. This means people gathering together for a common purpose or because they have a shared interest then they are learning through information exchange.

Youth work can be easily confused with social work. The truth is, it is a kind of social work, and both have the same



elements, however it is still not the same. Sometimes they operate in a shared field. Therefore, the European Commission (2019) identified three essentials to help us to understand the difference between the two concepts.

First of all, youth work came into being where young people are. Second, they have a will and intention to join the activities. Third, it setups a mutual relationship where learning takes place. In conclusion, a young person should choose to participate in an activity where the youth worker is seen as a partner.

From the perspective of activities, it has a wide range. It can be social, cultural, sport-related, educational and even political. The keyword is it must encompass omnifarious activities with, for and by young people (Council of Europe, 2020).

## The aim of youth work

The objectives of the youth work easily confused with the targeted group where the activities take place within the framework of youth work. For example, if young participants are helping out in a dog shelter or in a nursing home, the focus is not on those who receive the help, but still on the youth who deliver the work and the help.

The main goal of youth work is to help young people reach their full potential and to exploit their capabilities and opportunities. This must be achieved through cooperation. Therefore, the Council of Europe (2020) specified six essential elements for enabling people to understand the term of youth work and support the participants to act in order of reaching the goal.

It can be summarised as six E and these are the following: enabling, emancipate, enjoy, empowering, engage and educate. „Enabling young people to do the thing they want to do together and individually. Providing young people with opportunities to emancipate and gain autonomy. Providing young people with healthy and safe opportunities for leisure that they can enjoy. Empowering young people to change things they think need to be changed in their immediate surrounding and society. Helping young people engage with power and policy. Providing young people with relevant and engaging non-formal education opportunities that improve their competencies.” (Council of Europe, 2020)

The collection of keywords intents to cover the diverse type of people, organisations and activities involved in youth work. The definition provides a guideline for instituting activities and actualising projects inside the framework of youth work. At the same time, those elements almost completely determine the nature of youth works as well.

## Nature of youth work

The different forms of youth work require and involve various groups of people which makes the activities more diverse and colourful. But in every case one element is fundamental which is active participation from the youths. Active participation starts with supporting, assisting and encouraging young people when they participate in other areas of their lives (for example their local community, school, politics). Until they establish new relations and become able to express their need and ideas.

Another important aspect of youth work the significance of togetherness and the feel of belonging somewhere. When people have to deliver a solution through group work, it is inevitable to have a shared understanding of the topic



and a joint goal. Moreover, there must be an underlying shared value that serves a higher purpose such as obtaining a high score or social inclusion. This value is the driving force for taking responsibility, offering time and energy. Hence, the benefits have to occur in the individual and in the social level

as well to ensure the endurance of the activity. On the other hand, the effects assure personal development and growth, it always self-reflective. From time to time, there is an internal and external demand for reviewing, evaluating the work, the mission, and its effects.

The activities usually are seen as a part of a non-formal and informal learning method. Youth work indeed has educational purposes, but it is not same as non-formal education. In youth work, the learning is voluntary and intentional.

Therefore, the represented values have a strong relationship with the person, and the activities strengthen his or her link to the social group. Cooperative learning, partnership, and participatory methods are often used to amplify the involvement.

Lastly, the relations among peers and youth workers have to be mutual and authentic to contribute to sustainable work. Creating a trusting relationship, establishing shared trust and mutual respect lead to open, honest communication which ensures the bilateral advantages.

### Competencies

Besides examining the nature of youth work we can explore and analyse the ascribed and proposed competencies of a youth worker. The council of Europe has created a youth work portfolio that defines the competencies that youth workers should acquire and develop. The eight functions are (Council of Europe, 2015)

- addressing the need 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 practicing 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/programs work better for young people
- developing, conducting and evaluating projects.

These skills should enable youth workers to reach their potential and to deliver high-quality learning processes. Also, it provides a guideline and covers suggestions that should be considered when employing a youth worker.

### **The current situation of youth work**

Since the European Union took some initiatives and addressed the recognition and the support of youth work, it becomes more visible and acknowledged, but still, it faces some difficulties. Batsleer & Davies (2010) collected the aspect where youth work has to balance among contradictions. They analysed these from the perspective of policymaking, but the statements can be utilised in a prosy case as well.

The first discrepancy is in the responsible body who provides the framework and the circumstances of the youth work. There are two main categories. State sponsorship when the governing bodies establish organisations and set the context for youth work. Or the other one, when non-governmental organisations are the providers for initiating youth work.

The second examines how to find the balance between providing open access where young people voluntarily decide to join and targeting „at-risk” young people and requiring participation from them. Here, we also have to mention the expanding tendency to include compulsory voluntary work in the curriculum of high schools. Which also creates lots of questions.

The third question is education or rescue should be a driving motivation. This means finding a balance within focusing on youth’s potential and further improvement or rescuing them from their circumstances.

From the practical and real-life perspective, we should mention another problem. There is a huge amount of people who work as a youth worker and

do it completely voluntary without any compensation. If youth workers do not receive some level of honour and reward, they will turn for another sector which serves them more advantages.

Notwithstanding, the level of recognition just started to expand, but at the same time the expectations also increased. The problem that has to be addressed the students, who have a great deal of free time, even though they spend a large part of it in educational institutions. Therefore, the task to utilise that time up to youth work now.

Finally, because of the fragmentation of youth sector and the lack of coordination both at the international and national levels, it makes the situation complicated for delivering innovations, sharing good activities and organising actions to protect their interests. The diversity of the sector is a huge advantage, but sometimes it set obstacles.

### European level

Young people are in the centre of the policy agenda at the European level. “In 2001 the European Commission’s White Paper on Youth defined a framework for cooperation in the youth field and the open method of coordination was adapted to the youth sector.” The paper aimed to emphasise empowering and fostering youth participation and activities. Also, the paper intended to be a basis for emerging your policies across the member states (European Commission, 2019).

The general target of these provisions was improving education and training opportunities, also promoting mobility and social inclusion whilst equipping people to face the challenges of the labour market. Following that, new programs were set up for young people in the EU. By 2007 Youth in Action

program, EVS. The programs became an integrated part of the new final goal which was establishing life-long learning in the society.

On the other hand, the new purpose and the programs attempted to create and strengthen the European narrative among the member states. This also means creating a framework where everyone included, and no one is left behind. Which also means taking initiatives to address the problem of the high unemployment rate in the EU.

Among youth, the unemployment rate is 20.3% (European Commission, 2019). Therefore, national and international leadership alter the current purposes behind the policies. Instead, just establishing educational and training opportunities, they intended to create a link between young people and employers.



In the next phase, entrepreneurial competencies and learning have come to the centre of attention. Unfortunately, there are some disagreements about who has the responsibility and the duty to manage this. Some member states see entrepreneurial learning as an explicit, integrated and others see it as not that integrated part of youth work. There is no agreement about the issue. However, general tendencies show that in most countries youth work should deliver entrepreneurial competencies. (European Commission, 2017).

## Future challenges and opportunities of youth work

As we earlier discussed, youth work is full of contradiction therefore, it has to face challenges and overcome new kinds of difficulties every day. This sector should be proactive and react to the changes as soon as possible because lots depend on youth workers. However, the divergent interests that influenced the sector formed a challenging situation. Experts, policymakers, government and even youth workers have to decide which side they take.

However, usually the most concerned group, the youths and youth workers have less opportunity to represent and enforce their interest. It seems to be a problem up until now when it comes to identifying challenges and issues in young people's lives, we see and read educated experts' opinions and not young people representing and sharing their ones.

The root of the problem is we need to educate and enable the youths to enable them to identify and explain their needs. And for achieving this we must encourage them to participate even though they are not interested at first.

## Digital youth work

With the expanding time that people spend online, it would be an enormous mistake to not take advantage of the new situation. Young people spend most of their free time online (European Commission, 2018). Since they are the target of the youth sector, the youth workers have to accommodate and get comfortable in the new space.

It is everybody's duty and interest to understand the technology and obtain skills that assist to navigate in the ages of technology. But because youth work is about helping to tackle challenges, first it has to achieve understanding and

expertise in technology and digital literacy, then it can support and assist them. Digital competencies and literacy become one of the most urging problem among young people, therefore a new variation of youth work had been established, the digital youth work.

“Digital youth work means proactively using or addressing digital media and technology in youth work”. It is not a method for delivering youth work. It includes face-to-face and online environment in the same time. The important difference is that digital youth work requires a high level of digital literacy and agile mind-set from the youth worker to keep up the speed with the technology (European Commission, 2018).

## Youth work for promoting entrepreneurship

As we discussed earlier, the European Union and its policies concerning youth are in a new phase. Tackling the unemployment rate with promoting

entrepreneurship and entrepreneurial learning which seems to be a new duty for the youth work sector.

Entrepreneurship is a pathway of active participation in society and a response to the challenges portrayed above. Therefore, the European Union and national governments have initiated programs and efforts to

pursue promoting entrepreneurship among young people. (European Commission, 2019). Since the realisation that entrepreneurial skills hardly obtained through formal education, the duty to deliver those skills and stimulate those activities now up to youth work.



First, it is a device for promoting and fostering entrepreneurial learning. Because it can serve as a bridge between young people and the for-profit sector. Creating holistic learning and partnership with employers allow young people to gain a first-hand experience about their potential work.

And second, it is a space and a tool to exploit the potential for innovation which hides in young people. Based on the findings by the European Commission (2019), NGOs play an important role in providing young people entrepreneurial learning and education opportunities. Developing competences and obtaining useful experiences can happen in artificial circumstances as well. Stimulating the innovative capabilities of adolescents generate an increase in self-esteem and confidence in a purposeful future. Thus the training, workshops by NGOs and youth workers similarly beneficial for young people.

But the underlying reason behind promoting and addressing entrepreneurship the positive influence on reducing the unemployment rate. When young people are trained and empowered, they can take charge of their life and create a purposeful life for themselves. Unfortunately, the emphasis on preparing youth for entering and facing the challenges of the labour market becomes a pressure on youth workers.

Become an entrepreneur and doing business; there are a number of attributes that many successful people possess characteristics commonly associated with big business, such as a strong work ethic, perseverance, ability and skills in persuasion and discipline techniques. Also contributing to the entrepreneur's success is not what society typically considered positive attributes or character advantages. People like John D. Rockefeller, Henry Ford and Oprah Winfrey have achieved greatness possessing standard features and following the narrow path recommended by management gurus.

Do not think so at all that others say about you or the way you label it. Maybe your supposed weaknesses are actually your strengths. Among the signs that may reveal the nature of being an entrepreneur, there are characteristics that many people might consider inappropriate or disadvantageous, perhaps because they simply are not meant to become entrepreneurs.

An entrepreneur not only think differently: a contractor is acting differently. Use a mix of personality traits, habits and mind-set to give birth at the turn ideas between madness and genius. But the mere fact of having original ideas and be able to invent an alternative fuel to gasoline also does not mean having the right cut to be entrepreneurs.

### **What it means to do business and how to start a successful business?**

Grapple in business today? What it means to do business today and in general what elements to consider achieving personal dream of starting a business? What drives to take a decision in this regard? The reasons may be different, for example, it is tipped to become an entrepreneur for the desire to have schedules, workplace and generally flexible commitments, or to turn a passion into their work or the need to find an alternative because you are in terms of not having a paid employment.

But before venturing into entrepreneurship should consider a range of evaluation of their work and training experiences accumulated, then the resources that can be drawn, both economic and human, and especially the employees/members to refer to.

Of course, to start a successful business, are essential personal qualities such as perseverance, goal-oriented, and all those soft skills that allow you to deal with others effectively, you need empathy, problem solving, to team and customer orientation skills.

### **Tips for being a good businessman**

A good entrepreneur should definitely have gained some experience in the area they want to start the business, take courses (at universities or vocational schools) but also attend conferences and seminars; on the other hand, you can be guided by a mentor, follow the example of others, to do internships at other companies already on the market.

To start your own company is essential to have a business idea and ask yourself clear targets. Once it is clear all this must be made a priority list. It is indeed important to understand what are their weaknesses in order to understand how to remedy any gaps and what to aim to differentiate the offer of the existing market.

Just the analysis of the market is one of the first tasks to accomplish: to understand the environment in which it will operate means being able to work out a strategy on hard data and design offering the best from the point of view of communication.

The same applies to the identification of the target audience, namely the potential recipients of the product/service. In this regard it may be useful to conduct interviews and surveys to understand what users really trying, segment them based on their personal characteristics, the spending power or buying habits and so on.

### **You must have a clear idea of those to whom you are addressing**

When you decide to throw in business you have to always keep well in mind the parties to whom do you turn, banks and potential investors, so you can adapt your plan accordingly.

The reasoning is the same as the one you use when you send a resume to be applying to a job offer: you think it's better to send a generic resume or one created specifically to respond to that selection? Always think of whom it is and make the most of research to figure out what the company's philosophy and the history of the bank or investor you are proposing. It also controls what projects have recently invested and what are the points of contact with your business as it is of very useful information in the process of writing a business plan.



### **Focus on the problem and find out what caused the failure of your competitors**

The success of a company depends on how much will manage to solve the problems of people (in case of companies B to C) or other enterprises (in the case instead of B to B companies).

It is very important therefore that your plan is able to illustrate in word for word how your business is going to solve a problem with a specific target of how much money, what resources it needs to do and how he intends to communicate this people.

While you're writing your business plan does not just focus on the goals you want to reach and how you have to do, but also watch your target market looking for strategies that bankrupted businesses like yours. Make unique your business does not mean it does not draw inspiration from other, especially when this comes to the negative, that is, avoiding making the same mistakes that bankrupted in the past some of your competitors.

### **Make research with industry statistics and concrete answers**

When you present your business plan, lenders and investors will want to know the source from which you took the data to support your financial assumptions in order to understand whether it is credible numbers.

The ways to find this information are different, you may refer to the institutional sites of the chamber of commerce or trade associations; the web is still a very useful tool to obtain data and information of all kinds.

Everyone can have a good idea, but if you want it to be funded must demonstrate clearly how you will make the winning idea in the market. The best way is to be concrete: we must not dwell on good intentions and descriptions, but it illustrates the thread and sign as you're going to realise your project. We

must describe the marketing strategies and distribution to be used, also indicating how much money and what professionals need.

### **Outline your financial strategy and establish attainable goals**

One important thing to do is to define clearly what will be your financial strategy in the short, medium or long term. No need, therefore, to say just how much you need the money to realise your project, but also where you intend to find these resources, if scoop in for example from your own capital or if you already have available to investors shareholders.

Just as you will be concrete in describing all the actions that you intend to do for the success of your idea, so you will need to do the same in establishing your sales goals. In this way, establish achievable goals will allow you not only to be more realistic, but also to make measurable your performance as you go forward with your business.

### **You have to be careful with numbers**

One important thing to do is to indicate the start-up costs and expected revenues for the first years of activity. In both cases, always very cautious keep yourself: for what regards the start-up costs, always add 25% more than the figure that you think you need to be prepared for any unexpected; for what concerns the revenues, it calculates the lowest amount that your company can earn and halve it.

Too often, business owners underestimate the real cost of start-up of its business and value to earn in the first year more than it actually is possible. Good advice on how to do business is to resize these numbers to give you a better idea of what to really expect, and if you were able to beat your projections, to have the extra money to make your business take off.

## Check prices and identifies the target

Whatever product or service you have decided to sell, you will have a price: your pricing strategy will have to be placed clearly within your business plan. Again, instead of moving at random, studies the market to know the trend of the prices of similar products to you in order to differentiate and/or be more competitive.

It is very important for a perfectly identify their target market: to be realistic about the amount of customers you can have is a very well appreciated by investors expect. For example, to open a coffee shop, your target will not be those who drink coffee in your city, but you will find a smaller group with similar characteristics that constitute your main target market. An error may be to focus on much wider than it actually could have their product or service: doing so may not be very credible in the eyes of those who must invest in your project, missing opportunities a market.

## Competition analysis

It is important to understand what are the potential competitors, in which geographical areas they operate, in which offer niche you are located or, in general, what are the business logic that move them (price, specialisation, etc.). All this is useful to understand what to do or how to do better or to decide if there are elements on which to base any partnership.

## Business plan

The Business plain is the document that describes the business project in detail in all its features, focusing on objectives and strategies, strengths, highlights opportunities and threats in reference to the analysis of competition. Draw up

a business plan means exposing an objective assessment of the feasibility of the business plan and outline the guidelines for the management of the company.

The business plan serves the entrepreneur and his team for doing business, to improve where it is evident that it is necessary as well as to meet new challenges and so on, but also serves externally to the company. It is in fact required by banks to assess the possibility of making the company credit and, equally, potential investors or public entities that deal with respond to requests for subsidies. It can also be useful to present to potential customers and suppliers.

The best way to formally proceed when writing a business plan is to do a draft of major sections which should consist of: this prevent you also feel overwhelmed by the activity you perform.



Each section will then correspond to a set of basic information that your business plan cannot include: corporate mission, goals and objectives, pricing strategy, distribution methods, and so on to include a separate section devoted to expenses and revenues expected

in the first years of activity. Decide then for each section all the points that you want to deepen in order to have a good base from which to put all the elements you need.

Once you have written your plan, do not hesitate to have it read to qualified persons: the professionals such as marketing experts and business administration as well as other entrepreneurs like you can, in fact, give you a highly qualified and professional opinion about the validity and effectiveness of what you wrote, also gives suggestions on how to improve it.

As well as seek the advice of professionals, you may also show your business plan to people with whom you have a close relationship. Despite not having specific expertise, advice of friends and relatives could represent something very precious because of their frankness and sincerity. Do not underestimate them in your process of how to do business.

Do not forget to enter the different sections, and especially that concerning the economic side, as many details as possible: think about all that you'll need to sustain revenue and expenses, such as for rental and updating software, and insert them without hesitation within your document. Investors appreciate the completeness of information and will have fewer objections to be made in finance your idea.

### **Start a success: some additional suggestions**

After setting the start-up phase of business we proceed to the daily work during which you can present various situations. These include the need to draw on external resources to further promote business and expand their product portfolio, as well as to protect intellectual property or decide to relocate production.

### **Recommendations about the importance of innovation**

The importance of innovation and the need to invest mainly in digital to be competitive, however, is growing, although we are still a bit behind in the development of digital innovation. The budget allocated by companies to the ICT in fact are increasing: according to a search of the Watchers Digital Transformation Startup Intelligence Academy and the growth trend for this year in this regard is 2.6%. This, according to the authors of the research of the School of Management of Politecnico di Milano, is a sign of maturity on the part

of businesses. Companies, however, in addition to the increase in resources, should provide new business models to take really benefit from the digital transformation. From the dematerialisation of documents to get to using business intelligence and analytics to innovate all departments, through new working methods such as smart working, e-commerce and so on. In this, some European countries are more advanced than others.

### Recommendations for investing in start-up

Investment in start-up can be made directly or through equity active crowdfunding platforms. The tax benefits resulting from an investment in innovative start-ups are very tempting, even if (it is only right to specify it) very risky.

Surely you've heard of crowdfunding, that the funding from the crowd through the network. The most interesting feature of the innovative start-ups is that they can access the platforms equity crowdfunding, very different from the simple crowdfunding. In fact, those who finance the company through the internet on equity crowdfunding platforms acquires a stake in the company's risk capital (in practice it is as if he became associate acquiring, simultaneously, the right to participate in the profits and losses).

The alternative to crowdfunding is represented by funding calls. Finally, no less important is to know that start-ups can pay consultants and professionals (A lawyer or accountant) with the formula work for equity, that offend a particular stake in the professional instead of the classic economic compensation.

One of the requirements to make a start-up innovation is the development of innovative products and services with high technological value. It is quite logical that if a company produces high tech goods, or has an invention, or a computer program, or know-how, etc., in short, an intellectual property to be protected. Although some types of intellectual property are legally protected regardless

of registration, to seize the opportunities and benefits that are reserved by law for owners and users of intellectual property (to enjoy certain tax breaks, for example), should be taken care record . Among other things, the registration of software, for example, is not a particularly complex process,

### Recommendations about the attention to the relocation of production: advantages and disadvantages

Some entrepreneurs point to a production overseas to lower costs? But we must be careful and figure out whether it makes sense to move the production of goods and services in other countries.

We should consider the availability of raw materials at low cost, ability to forge alliances with potential

competitors, ease of integration into the production process, Financial subsidies, reduction in transportation costs or even close to the target markets and target customers, tax breaks (and in some cases even lower labour costs). These could be some of the advantages that drive companies to the relocation of production outside Europe.

On the other hand, prior to relocate must consider the country risk of each country, the increase in logistics costs (including the risk of losing products long transfers), the greater difficulty in quality control also attributable to the passage of know how more or less successful.



### **Recommendations to become an entrepreneur or run a business**

Becoming an entrepreneur is an important decision. At the beginning it will not be easy, especially the first step. With time, your courage and your initiative will certainly be rewarded. In fact become an entrepreneur has an idea definitely tempting. You have the freedom to decide how to work, how to work and especially who to work with, without having to answer to anyone but you. The uncertainty, however, is scary and getting started is the hardest part.

***Increase your knowledge and show them:*** first of contest, it's important that you have the right tools to succeed. This means having, first of all, the necessary knowledge that can be acquired through a good training course and a lot of practice. Once you have the knowledge that you need to start you will not (ever) stop! You never stop learning and you have to constantly invest in training because this is the most important to us is to grow and move forward. It is then vital to have the chance to show what are your skills to convince your prospective customers to contact you.

***Give up bad habits:*** if one is head no one makes you notice your mistakes (except for the customers and a few colleagues fond of), but mostly bad habits. Understand what is not easy, because they are their habits and therefore are part of the way we work and live. Bad habits, if ignored, will hinder even before it began. The best way to create a habit is to engage in doing the same thing all the time, day after day. Find a bad habit and choose what you want to replace it with. Practice then the correct one each day, every day, until it becomes automatic. Do not leave space to the fact of forgetting things: use sticky notes and on mobile notifications to remind you what you must do, for example.

***There are no streets without obstacles:*** every day can put you in front of many surprises and challenges. Address them with confidence and enthusiasm is the key to your success. Having a bad day can happen to anyone, but if you really want to become an entrepreneur, one of your daily tasks is to stay motivated

and to have self-discipline, means understanding that obstacles and contingencies are completely normal. It is important to address the issues head-on, no matter what are the circumstances.

***Being the boss does not mean working alone:*** be the boss does not mean not to depend on anyone for your work, does not mean you have to be alone and get away from other professionals. Not only in the long term this practice becomes very stressful, but right now it is an obstacle to the success of your plans. If no one knows you, people like you will choose for their needs?

People attach great importance to the recommendations by those who already know. Therefore, working with other professionals, perhaps in a co-working, and participating in the events of your area of interest, you will have the opportunity to get in touch with potential customers and build a network.

***Success does not come right away:*** set yourself realistic goals is very important. Plan your weekly goals, monthly and even yearly in terms of earnings and success. These objectives can be of any nature: from learning something new to find customers. Have an idea of what you want to achieve helps you track your progress and improve your strategy.

For long term goals, always trying not to overdo it and remember that you cannot always achieve their expectations. The reasons can be many: from unforeseen to having pointed to an ambitious goal before time. That must not demotivate you or make you lose confidence in your abilities, but rather push you to do better!

## Entrepreneurship Café

<b>Themes</b>	General understanding of entrepreneurship concept and terms related to it
<b>Group size</b>	15–30
<b>Time</b>	60 minutes
<b>Objectives</b>	To raise awareness and understanding of entrepreneurship concept and make sure all group members are at same level
<b>Materials</b>	Flipcharts, papers and markers

**Overview:** The main aim of the activity is to introduce the group to the world of entrepreneurship. Through interactive conversations participants can learn about various topics such as social entrepreneurship, business angels, business models, etc. The level of complexity is beginning/medium and you can use this exercise to open a course and ensure same understanding of the concept.

**Preparation:** Set the room into few discussion corners with table and chairs or around coaches. Each corner will have a different topic, depending on what you want to present to the group/for example social entrepreneurship, business angel, difference between business and social enterprise, etc. The big groups is divided into smaller teams (4-6 people max). Each group will move from table to table at certain time. On the tables there will be special cards with facts about the concept they are discussing. As a team the participants will have to discuss which ones are true without being allowed to use internet at this point. The facilitator will give sign each 8-10minutes for the groups to move to the next discussion corner (or table). At the last round each group will have 20minutes to discuss more deeply the concrete topic, choose again the right cards and form their understanding and definition. Afterwards every group will have to present to the other what they have learnt about the concrete topic.

**Tips for facilitators:** Mix the groups if you know they have different experience, so that you can encourage peer to peer learning. After each presentation of add what is needed and open discussion with a debriefing.

## Puzzle Entrepreneurship

<b>Themes</b>	General understanding of entrepreneurship
<b>Group size</b>	10–30
<b>Time</b>	45 minutes
<b>Objectives</b>	To raise awareness about different aspect of entrepreneurship and ensure common understanding of the group
<b>Materials</b>	Flipcharts, A4 papers, pens, colourful arrows, printed definitions and headlines

**Overview:** The main aim of the activity is to raise awareness among the group the general concept and ensure common understanding of entrepreneurship. Before activity you need to prepare the room, separating it in few corners depending on the groups you have. It is recommended that each group is not more than 5-6 people. Prepare definitions and terms you want to discuss, print for each team. Then print the headlines and arrows for each team.

**Step by Step:** Start the activity, asking about few common questions: who has experience with entrepreneurship, do they know what it is, etc.

Afterwards make up the smaller groups and give them each-printed definitions of terms, headlines, arrows printed. Each team will have to match the headlines with the definitions printed. The next step-they have to find the connections between all the terms and explain it later in the bigger group.

**Tips for facilitators:** This activity is better to be done after you have certain knowledge about the group experience which would help you to create the questions thus the activity and learning outcome to be higher.

## Social Jar

<b>Themes</b>	Creative thinking, social entrepreneurship
<b>Group size</b>	10–30
<b>Time</b>	60–90 minutes
<b>Objectives</b>	To raise awareness about our social entrepreneurship, encourage creative thinking
<b>Materials</b>	Papers and markers according to the number of participants, few big jars, old magazines/newspapers, scissors, glue

**Overview:** The main aim of the activity is to encourage participants to get creative, encourage entrepreneurial way of thinking and talk about social entrepreneurship.

**Preparation:** Create a safe and cosy environment and do not use this activity at first days-let participants get to know each other before (it is better to be used once the team is created and bonded).

**Step by step:** Create randomly small groups of people. Let them discuss most common issues they face in their local communities or another option is to give them concrete idea/topic or issue such as for example recycling or migrant integration. Once you have the main topics you create your Social jars-big jars where you put papers with the concrete issues that came out of the discussions or ere premade by you.

Next step is to form groups of interest around your social jars. Each group can pick one social challenge they want to work on together.

Give each group a pack of old newspapers and magazines, scissors, glue and big flipchart. Give each group at least 30 minutes. They need to discuss the issue in small team and create their Idea Board/ from the newspapers and magazines/ they have to present their idea of solving the issue on a big flipchart. They need to concentrate only on the idea itself- the product, innovation or solution, without practical things such as money, finances, risk management, testing, business models, etc.

### ***Questions for debriefing:***

1. What is the most important part of start or launch?
2. How important is to know the issue before you produce idea/innovation/product?
3. What is the hardest part of coming up with solution for social challenges?
4. How different you think is regular business from social start up?
5. What are the most significant elements of social enterprise?

## Entrepreneurship Talk

<b>Themes</b>	Entrepreneurship concept
<b>Group size</b>	6–30 (should be even number)
<b>Time</b>	45–60 minutes
<b>Objectives</b>	To raise awareness about entrepreneurial learning, skills, concept
<b>Materials</b>	Internet access, mobile phone or laptop, papers and markers according to the number of participants, printed cards/handouts attached

**Overview:** The method provides easy to understand approach to digital entrepreneurship. Using non formal education approach, the tool will enable learners to get introduced to the concept and various elements. Moreover it encourages understanding of in an effective way and easy approach.

**Preparation:** Print the Entrepreneurship Talk cards according to the number of the teams you have. You can modify the questions on the cards, depending on the learning outcomes you expect; you can adapt the questions also to different tools to change to another topic related by changing the question but using the same approach and methodology.

Start with participants being relaxed. Then follow by quick experience check so you can amend the groups accordingly to the experience (mix the learners so they can also learn from each other). You can do that by having imaginary 3 corners of the room with the following answers that participants will have to position themselves according to their experience. This is specifically helpful if you have a mixed group of learners with different backgrounds and levels of understanding and experience. This way you will be able to mix people with different experience and include peer to peer education.

Corner 1: completely aware, corner 2: not aware at all, corner 3: somehow aware

**Debriefing:** Then you start asking questions related, such as: “I know what is entrepreneur”; “I am aware how of the difference between business, start up and social enterprise”; “I am aware of at least one business model”; “I am aware what business angels are”; “I am aware what Canva model is”; “I am aware what risk management is”; “I am aware what incubator is”; “I am aware what accelerator is.

Once you have explored the experience of the group you can mix them accordingly into groups of 3 or 4 participants. Each team receives the copy of the handouts for Entrepreneurship Talk. After they discover it they present it to the other groups.

**Tasks on the card:**

1. What accelerators do?
2. What are the main phases of launching a product?
3. Where can you get funding for your business idea?
4. What is social enterprise?
5. What is the difference between regular business and social enterprise?
6. What are business angels?
7. What is incubator?
8. Name at least 3 incubators/accelerators in Europe?

Give them 45 minutes to complete the task. Monitor the process and give 15 in extra if needed. Once in the groups are made, they get the cards, then they pull them one by one, in specific order, starting from the first one (more general).

## Entrepreneurship Walk

<b>Themes</b>	Entrepreneurship concept, sharing experience among participants
<b>Group size</b>	6–30 (should be even number)
<b>Time</b>	60–60 minutes
<b>Objectives</b>	To gain knowledge about entrepreneurship, share personal experience
<b>Materials</b>	Papers and markers according to the number of participants, big outdoor space

**Overview:** The idea of the activity is to let participants explore the concept of entrepreneurship through peer to peer education. You divide the big group into small teams and you need one host/facilitator/ for each small group with more experience to share/in ideal case could be entrepreneur also, or a trainer/facilitator or participant with more experience/. Before the start of the activity each participant receive 3 to 5 colourful paper notes and write 3 topic/questions related to entrepreneurship he or she has.

**Preparation:** You need big outdoor space and ensure nice and cosy environment to stimulate discussions. Also, prepare the host of each team before/in what topics he/she is expert in/ thus you can fill up gaps in case needed. Divide the topics suggested by participants among each team. If they go through all topics/questions you can prepare some extra or exchange between groups.

**Follow up:** Give more time to the groups if needed so they can discuss as much as they need. Once all the groups finish bring them to the circle and encourage plenary discussion.

**Tips for facilitators / Questions for discussion:** What did you learn from the activity? How did you find the experience? What is the most valuable lesson you learnt during the activity? Is there still something you need to clear out?

### Improving youth workers and professionals' everyday work

#### Implementing organisations:

**ASUL** stands for Association Universitaire Latino-Américaine (Latin American University Association) and it was created within the premises of Université Libre de Bruxelles (ULB). ASUL is a dynamic, pro-active and fast paced environment with a mixed team of professionals, volunteers and young leader students in different fields and subjects. All the people working in this NGO are strongly attached to the social values that this non-profit organisation prone. Awareness, compassion, democracy, diversity, ecology, education, equality, justice, liberty, peace, are just some of the big pillars of our association.

**Ewala** is a fintech start-up founded by a young and motivated team of professionals that is specialised in creating specific solutions to send airtime credit to your friends' and families' mobile phone anywhere around the world. Moreover, Ewala is a prepaid mobile phone recharging service provider that allows you to add prepaid credit to a prepaid mobile phone from 350+ different carriers in 100+ countries. In addition, it helps to reduce the issues of people with limited access to financial institutions in developing countries with a special focus in Africa.

**Co.Station with BNP Paribas Fortis** decided to take over a co-working place and to transform it into a workspace where tech start-ups, scale-ups, entrepreneurs and companies can meet, connect, create opportunities to grow together. Co. Station is a co-working space that provides innovative workspaces in Brussels, Gent and Charleroi helping start-ups, scale-ups, entrepreneurs and companies to grow their business together. At Co.Station, people can benefit from a collaborative, inspiring and flexible offices to have a productive day, host a big

meeting or simply grab a beer after work. Their main purpose is to encourage & nurture Open Innovation Ecosystems as they believe that open innovation drives a prosperous society. They bring together different parties to solve complex business and societal challenges in an efficient way.

### Period of implementation

The period defined to bring to life this project was 6 months. In this period people needed to create awareness about this event, develop contacts within the community and contact the potential interested individuals in order to create an inclusive and well organise event. The project was implemented in 3 main phases of 2 months each.

In the first and second month there was weekly meetings in order to share ideas and create the concept. In this



phase the discussion was important to have a clear picture of what the event will be about. Moreover, it was necessary to create awareness and understand the needs of the people involved and what could be a good and helpful initiative for them in order to help improve youth workers and professionals' everyday work. This phase was mostly collecting information and discussing with possible stakeholders.

During the following two months the group organising this event was focused on involving the selected focus groups and interested people targeted in the previous phase. During this phase a special event program was published and spread on social media and media channels. It was interesting to involve also

intuitional actors that were interested in helping youth workers and professionals to do a better job every day. At the end of this period it was organised the main event which objectives and description will be detailed in the next section. For this purpose, was important to involve the maximum of interested people. It was important to have a good attendance in order to maximise the event qualities and benefit for the participants.

In the final phase it was important to disseminate about this initiative, crate awareness was essential to recreate multipliers events and have a much more interesting impact in our environment. It is for that reason that we allocate 2 months at this phase. We created multimedia content (photos, videos, articles, etc.) to have a great dissemination process. During this last two months, all the people involved in the organisation helped develop awareness through their networks and developed workshops and multiplier events in their communities.

### Objectives

There were several objectives during this project as it has born from the need of an entire community. It was clear from the beginning that the community of youth workers, professionals as well as young willing to become active in the work environment needed a strong network to start sharing ideas and having the necessary knowledge to develop their projects. Indeed, the growth process of the new young professional starts from the possibility to have a mentor that follows their steps and are a guide during their process to fulfil their potential.

From the very beginning this project was about sharing. It was clear that it was necessary to have a link in the community to allow young and professionals to have the necessary links to achieve their goals and results. We thought it was necessary to create an environment in which people felt inspired and at the same time reassured about their ideas and objectives. It was necessary to

create an environment in which young professionals enhance all their potential and could have the best possibilities to make their dreams true. Another objective of this project was the possibility to promote their idea with different stakeholders and people involved in activities that could develop partnership between the participants and help them continue through their path and cooperate to accomplish even better results and create new ideas to develop.

### Description

The idea of this initiative was born by the need of creating a space of cohesion and sharing between entrepreneurs, interested people and young workers that wanted to have an insight on the possibility to create and develop their ideas.



In all the project the main event was key in order to fulfil the objectives and the goals fixed. After having the main invitation sent and organised the space of the event the idea was to have a presentation of different speakers with different projects in order to give an idea of what was the community doing in Brussels and how it was sharing their

vision around the world. People who came got registered in a special platform that give them the possibility to choose if their contact could be given to other people in order to enhance their network.

At the end of this section of speeches we organise a networking drink where people got the chance also to eat some Latin-American specialties from local businesses that wanted to be involved in this project. During this time there was the possibility to share ideas more easily and connect with the people that the

participants felt more pertinent for their work. For this occasion, we created for those who were interested, some business cards to make it easier to connect. During this part of the main event we used different games to make participants interact and connect. This was crucial because it is from this interaction and link creation that people would then talk to each other more openly and see together challenges and opportunities of their daily work.

### Results

The event was attended by over 80 people from different social context young workers, students, professionals, youth workers, entrepreneurs. It was interesting to see the impact in the community by creating this event. We received a very positive feedback from the questionnaire created and sent to the participants. Many multiplier events were created also by people who attended this initiative.

### Zyntern: Find the first job of your dreams

#### The organisation

**Zyntern** is a job portal for the next generation of employees. Their main mission is to bridge companies to young jobseekers in an easy and user friendly way. As the founders are experienced HR professionals, they designed a recruitment solution making, sourcing and selection processes more efficient. And also they help to stand out from the noise and build employer brand through a unique company profile and job postings. Zyntern was created in 2016 and is actively functioning until now.

#### Objectives

They all started as a student, so they have experienced on their own skin that it is really difficult to find one of the many opportunities. At the same time, they are finding it difficult for their partners, companies of different profiles, to find the right candidates for the opportunities they offer, in the absence of a truly searchable tool. As a result, Zyntern was created in 2016 by a team of young HR, Marketing and Employer brand building professionals. They believe that Zyntern can provide a quick and effective solution to this problem, helping young generation Y and Z job seekers to find each other based on their common preferences, academic background, professional experience, skills and interests.

### Description

Zyntern serves as a platform for companies to build employer branding and find new workforce:

It offers direct access to students and graduates, fast and free job posting, instant contact, quick and easy feedback for applicants.

It is also a career kick-starter platform for students and graduates. It has lightweight and smartphone compatible job search option, fast registration and so on.

### *Zyntern Rapid Randi*

The first impression is always important if career can depend on it. The classic quick date is about getting to know two strangers in a minimal amount of time. Does this work in the world of work? Zyntern.com believes it is!

- 50 Minutes, 10 Companies, 10 Jobseekers: Within the Zyntern Rapid Randi, 10 invited companies and 10 pre-screened jobseekers could meet each other in person within 50 minutes. There are no job fair stands, marketing flyers, crowds. Just a face-to-face, easy, professional conversation.
- How to Imagine this Innovative Interview Situation?: At the Millenaris Campus , young participants sat table to table every 5 minutes to meet company staff again and again. The program was coordinated by a professional consultant at Zyntern.com. Jobseekers have previously applied for the program with their Zyntern profile. Thanks to Zyntern's matching algorithm, due to ability-based filtering, the representatives of the participating companies were able to speak only to relevant

interested parties. The shortness of time therefore did not pose a problem.

- **What Happens After the Interview?:** Depending on the conversation, this can already be decided by the parties. In accordance with current data management policies, Zyntern provides, in addition to its physical mediation role, space in the digital space for applicants to apply and register securely. When matched, both employer and employee candidates can apply for positions previously announced by companies with just one click, giving you 100% GDPR-safe contact swapping.

### ***Employer branding festival: Zyntern Career Zone at EFOTT***

Four days, twelve exhibitors, hundreds of visitors and thousands of gifts in the 2019 EFOTT Zyntern Career Zone, where they brought the HR people together with visitors in the spirit of the festival. At the job fairs young people and employers were able to meet each other in an informal setting, which is a very relaxed and comfortable situation for both parties.



Festivals are basically about parties and relaxation, so it happens that the festival walks past an exhibitor because it does not identify with the environment.

The specialty of the Zones is that one area positions the companies while attracting the visitors with spectacular design and appearance.

Partner companies of Zyntern presented their own profile in a playful way: they were branded with gifts, profile-cutting programs, and attracted a lot of end-of-day lotteries. For example, our main sponsor, Citi, made last year's highly successful Robot Challenge game. The challenge was to guide a gyro ball through the maze-like obstacle course with an iPad. The course introduced Citi's career ladder and how to get an intern up to managing director position. This is how they smuggled employer branding into the festival.

### Achievements

Job portal for the next generation of employees is one of the most successful companies nowadays in Hungary, It has 4,283 jobs posted, 33,168 applicants, 11,203 accepted applications and 17,415 registered students.

### The Social Teahouse

The Social Teahouse is Bulgarian social enterprise dedicated to work for creating a world in which children from institutions have equal opportunities to develop independent lifestyle, similar to those of children from the traditional families. They are focused on development of quality social environment by including children and youngsters in risk in mentorship program and providing them with their first job. Anyone can join them in organising weekly ateliers, workshops and activities to improve their social and communicational skills or with a little help in running the Teahouse. The Social Teahouse can be found in Varna, Bulgaria.

### Tea with a cause

In the Social Teahouse they believe that everyone has the right to lead an honest and dignifying life. The lack of parental care and supportive surroundings must not prevent anyone from living a full life, achieving goals and dreaming of a bright future.

The Teahouse is a place for tea and herbal drinks, events, workshops and most of all it is the first sheltered workplace for youngsters from social institutions. Their goal is to support young people from a problematic social environment and we achieve it by giving them opportunities and tools to live an independent life and build themselves up both personally and professionally.

### Mentorship Program

Nowadays, basic competencies, such as social and communication skills, emotional intelligence and basic work habits, are imperative if one wants to develop in this world. That is why the young people who work in the Teahouse are taking part in our 3-year mentoring program. The goal is to help them catch up with everything they have missed out in the social institutions over the years, to work on their personal development and to build important professional habits and competences in order to bring them closer to the dream of an honest and happy life. The mentors themselves come from a variety of backgrounds (education, medicine, design, engineering, hospitality, etc.) and each has his/her own unique approach and contribution to the team and the mentoring program.

### Social entrepreneurship

The Social Teahouse Project was created in 2014 by Maya Doneva and Stoyana Stoeva in Varna. In 2015, with the help of many volunteers and partners, the Social Teahouse officially opened its doors as an alternative social space where young people with limited access to the labour market get their first job. One of the main challenges faced by their team is the sustainable functioning of the Teahouse. Thanks to loyal supporters, the active people who organise and attend events here, and the lovers of our teas and lemonades we have managed to maintain our cause and to develop the cultural and social life in Varna. Besides serving delicious tea and lemonade on their first-floor lounge, we have an events and presentations space on the second floor and a co-working space on the third floor. Learn more about what they can offer

## Community and events

In the Social Teahouse, they believe that the path to a better society goes through people gathering, communicating, sharing ideas, and helping each



other. That is why they strive to provide as many facilities as possible for meaningful and constructive events with curious, active and motivated participants.

Since its opening, the Social Teahouse in Varna has become a centre for many cultural, charity, youth and alternative events in Varna.

## Blagichka Zero Waste

**Zago Waste** is the first zero waste restaurant in Bulgaria to hire disadvantaged young people. This is the place that unites in the love of food and the preparation of quality and delicious things and the belief that young people are the most important wealth that our society has and must invest in it. At Blagichka they believe that nutrition is a ritual that brings us happiness energy, that we give young disadvantaged people a chance, is our mission and that every effort not to throw away waste is working.

In their daily work they follow the 5 principles of the ZERO WASTE philosophy:

**REFUSE** – Discard Things You Don't Need – give up plastic bottles and straws, say no to any plastic-wrapped food.

**REDUCE** – Reduce Consumption of Things You Like – they have started to sharply reduce its consumption and look for a better alternative.

**REUSE** – Re-use Things – shop with canvas bags, use glass cans and bottles for dairy products, deliver food to their customers in reusable boxes. They turn a lot of waste into new things.

**RECYCLE** – Recycle everything you didn't manage to discard, reduce or reuse – They have a recycling station and if they end up with garbage that they have to dispose of, then they must collect it separately and send it for recycling.



**ROT** – Composting – They are the first establishment to dispose of all its organic waste into a composter, which soon becomes waste in the soil to fertilise the grove around the composter.

These five principles guide them daily in our work.

Everyone in Blagichka's kitchen also shares a strong passion for cooking that began to develop even when they were little in their grandmother's kitchens.

Cooking as a grandmother is a dream come true. But in Blagichka's kitchen they think about many other things. Obesity, along with the increasing percentage of disadvantaged young people who are unable to find a job, is what we want to change.

Healthy and balanced eating is constantly being written and talked about.

Eating that way is not difficult! Being in good shape and, most importantly, feeling strong and vibrant does not mean excluding sweet things and cookies. Haven't we all grown up with such things? Our lives are the result of our daily choices. What to eat and how to eat is a choice we make every day. And you don't have to buy expensive bio products to think you have made the right choice. You need to make informed choices! You don't have to give up a piece of cake! You need to know when to eat it properly and what products are included in it.

They want to pass on this knowledge to everyone around them. That is why, with part of the profits they make, they organise trainings for children from homes and sheltered homes. In these trainings, they develop the skills of young people to cook, plan their shopping for the week, choose quality and affordable food, and take care of their body and mind through the food they consume.

But the biggest support they give to disadvantaged young people is that they give them the opportunity to work in our kitchen and develop skills and work habits.

ZERO WASTE – Mission to achieve a healthier and more socially responsible lifestyle!

### Supporting the innovation of micro, small and medium enterprises

#### Implementing organisations

**Unioncamere** is the Italian Union of Chambers of Commerce, Industry, Handicraft and Agriculture and is the public body that unites and represents institutionally the Italian chamber system. Founded in 1901, it develops and manages services and activities of interest of Chambers of Commerce and economic categories, coordinating the initiatives of the system through directives and guidelines to organisations that are part of it. In exercising the functions and duties assigned by law to the Chambers of Commerce, Unioncamere signing with the central authorities of the state, national or local government agencies, program agreements, arrangements and conventions by promoting and supporting the connection of the system with business organisations, consumers and workers.

**Innovhub Experimental Stations for Industry S.r.l.** is the company wholly owned by the Chamber of Commerce of Milan, Monza and Brianza Lodi that carries out applied research, scientific and technical advice and industrial testing. Founded in 2011 by the union of Innovhub with former Experimental Stations for the papermaking industry sectors, textiles, fuels and oils and fats in order to advance research in a more sustainable direction, uses 20 science laboratories and 130 research experts and innovation. The technical-scientific aspect is reinforced by the Area Innovation expertise that provides services within the European design and innovation funding, with special attention to SMEs. SSI Innovhub involved in many projects of R&D (advanced uses of biomass).

### Implementation period

The implementation period of good practice has been 24 months with various activities divided into: a month to identify areas of interest for local businesses, another month for the execution of bureaucratic procedures (e.g. resolutions) and for the establishment of an evaluation commission; a month to process the call and another for its publication. A month has been calculated for the collection of proposals, a month for an evaluation of the proposals and a half months for the negotiation with the selected suppliers. The preparation of contracts with suppliers took 15 days while the promotion of the service from the beneficiary undertakings required a month and a half. No less than four months to deliver the service by the supplier and a month of monitoring results and follow-up.

The project was repeated four times, and do not exclude the possibility to implement it yet. This demonstrates the good work done and proper operation.

### Objectives

One of the objectives of good practice is to help entrepreneurs, especially new that face, to resolve those difficulties such as identifying the added value of services provided by the various local institutions, always created with a top-down logic and therefore not suited to their real needs. That is why the Milan Chamber of Commerce has entrusted to his special agency Innovhub SSI design and development of an initiative aimed at filling this gap according to a bottom-up logic. Innovhub has therefore developed a method to find experience and expertise to offer answers to the specific needs of the micro system, small and medium enterprises (MSMEs) located in the province, as well as new entrepreneurs facing now in the field.

Everything needed to provide services to support innovation with high added value for the business system, also little known or poorly accessible, favouring the use by the 50% reduction of the cost of access. It is a network of highly qualified individuals, therefore, been created, to be made available to entrepreneurs and existing companies to increase their competitiveness, especially in the areas of innovation, environment, energy, sustainable development and the green economy.

### Description

The services to be offered to enterprises were designed together with the chosen structure, always starting from the analysis of demand and emerging needs and taking into account the specificity of the territory. Subsequently the enterprise or entrepreneur beneficiary are accompanied towards the supplier in the structure of the service delivery process, by evaluating the satisfaction of the first and the effectiveness of the intervention by means of predetermined parameters. In the first year of delivery, when the initiative began, it started the evaluation of services provided to companies by the Milan Chamber of Commerce; it was possible to highlight any gaps and to assume a tool that would fill them. They have therefore identified the thematic areas of particular interest to businesses; they are not limited to: innovation and technology transfer, environment, energy, sustainable development, green economy. It was then arranged a call for proposals, open to all those potential suppliers and professionals can implement services for existing businesses and for those who want to do business. The proposals were evaluated by an ad hoc committee made up of staff and experts of the Chamber invitation subject areas. Vendors who have submitted proposals deemed most suitable were invited to a negotiation to define the mode of service delivery, the time and cost. Later they signed a contract with Innovhub to regulate all the circumstances related

to the provision of services and have been called to collaborate in the promotion of the initiative and the identification of the beneficiary companies. The latter signed a contract with Innovhub under which undertook to participate in the cost of service for a 50% stake.

### Results

With this mode it is guaranteed the actual execution of the service and the active involvement of the recipient companies; furthermore the supplier has been able to boast a collaboration with a local institution of relief (which is the Chamber of Commerce) and still get 100% of the service fee normally charged on the market. At the end of each issue of Search & Develop, it was drawn up a list of selected suppliers with a qualitative assessment. Additionally, resulted areas of greatest interest to companies have also been reinserted in the later editions of the initiative.

In editions made were a total of 253 businesses that could benefit from innovative services with high added value provided by the initiative. But the greatest achievement is the largest business network that has been created.

The most suitable indicator to evaluate the results of entrepreneurship education is the rate of new business creation. However, some studies indicate that the results of such programs are not immediate. Therefore, many researchers conclude that it is necessary to carry out longitudinal studies.

Entrepreneurial education provides people with an understanding of concepts of entrepreneurship, trains, and motivates them to entrepreneurial activities in the future. Moreover it seeks to provide people with the knowledge, skills, and motivation to encourage entrepreneurial success. Most importantly entrepreneurship is a skill that can be learned by developing an entrepreneurial mind-set and skills as well as entrepreneurial education helps people to develop the attitude necessary to achieve the goals they set out for themselves. Entrepreneurial education can have a huge impact on students' academic and professional achievement.

Education is important because it is the driving force behind every country's economy and besides the fact that schools have adapted modernisation, students that are graduating lack the advanced skills. Numerous statistics make it clear that entrepreneurial education will enhance chances to start companies. Besides that studying entrepreneurship benefits students and learners from different social and economic backgrounds, it also creates opportunities because it teaches people to cultivate unique skills and think outside the box.

The third space of education contains everything outside of the schools and the family as opposite to institutional education. It has a wide range which aims to help young people reach their full potential and to exploit their capabilities and opportunities.

Different forms of youth work require and involve various groups of people which makes the activities more diverse, but there are elements that are fundamental for youth work such as participation, the significance of togetherness.

The competencies of a youth worker – such as addressing the needs and aspirations, providing learning opportunities, supporting and empowering young people etc. – are also significant features. With the expanding time that people spend online, the youth workers have to accommodate and get comfortable in the new space. Online space is a complimentary a method for delivering youth work which more frequently includes face-to-face and online environment at the same time.

The most important benefits of entrepreneurship can be flexible commitments. Experience in the field, self- and education development provide the basis for being a good businessman. It is also important to make an analysis of the market, specifying target group and study of competitors. To make a winning business idea, planning, and researching carefully how to present a business plan and support financial assumptions are crucial. For success it is important to have innovation and it is needed to invest in digital to be competitive since the budget allocated by companies to the ICT, in fact, is increasing. It is recommended also to invest in a start-up.

The activities can vary from the general understanding of entrepreneurship to raise awareness about different aspects of it, till an activity that aims to encourage participants to get creative and let participants explore the concept of entrepreneurship through peer to peer education.

The presented methods and good practices in this booklet can serve as ideas for youth workers in their daily work in activities focusing on entrepreneurial education. The listed methods and practices were already tested in four European countries during educational and youth projects involving young people from all across the continent. This booklet aimed at extending the available resources in entrepreneurial education, however it also intends to be a starting point to those youth workers who implement youth educational projects and planning further activities in the future.

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Best practices – Hungary

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Best practices – Bulgaria

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