

YOUTH

MINDSET + SKILLS
= GOOD IDEAS
× CAN-DO ATTITUDE
= ACTION

ENTREPRENEURSHIP

11 33

FOR-

A GLOBAL STRATEGY IS NECESSARY TO SUPPORT YOUNG ENTREPRENEURS

YOUTH INITIATIVE

13 9

TICIPATION

HOW TO TEACH

SHARE

23 17

ATION

IN THE CURRENT ECONOMIC CONTEXT

LISTENING TO GAIN UNDERSTANDING

15 19

TABLE OF CONTENTS

MAGAZINE 2012

ACTIVELY PARTICIPATING	03
ENTREPRENEURSHIP EDUCATION	06
YOUTH WORK AS A DRIVER OF ENTREPRENEURIAL CULTURE	10
TOWARDS AN INCLUSIVE ENTREPRENEURSHIP POLICY FOR YOUTH	12
SOCIAL ENTREPRENEURSHIP	14
YOUTH, MEDIA & PARTICIPATION	16
BELIEVE IN CHANGE	19
'WE CAN' PROJECT	20
INITIATION TO PARKOUR & FREE RUNNING	22
THE NAPHOUSE PROJECT	24
CIVIC CARAVAN	26
A STARTING PLACE FOR SOCIAL ENTREPRENEURSHIP	28
THE 'GET INSPIRED' SEMINAR	31
'TOGETHER' SCHOOL PROGRAMME	34
THE ECONOMIC INFORMATION OFFICE	36
SALTO-YOUTH PARTICIPATION	38

FOREWORD

ACTIVELY PAR- TICIPATING

YOUTH ENTREPRENEURSHIP
AND E-PARTICIPATION
IN THE LABOUR MARKET
AND IN SOCIETY



BELGIUM, BRUSSELS

10.2012

The current young generation is the best educated generation ever ; familiar with digital technologies, very mobile, and open to new horizons. In spite of their knowledge and skills, many of them find it exceptionally difficult to find employment. Youth unemployment has been rising in many EU member states as economies struggle and governments impose stringent austerity plans. Young people sadly feel that their huge potential is locked and, what once seemed to be a beautiful route towards a successful life, is actually a dead-end. For this reason, the young generation is often unfortunately labelled the 'lost generation'.

SALTO-Participation does not turn a blind eye to this problem and has therefore decided to dedicate this new issue of its magazine to creating new jobs and giving unemployed and disadvantaged young people an opportunity to fully participate in society and in the economy, namely through youth entrepreneurship.

A sense of initiative and entrepreneurship is one of the eight key competences for lifelong learning¹, helping young people in their daily lives, in the work place, and serving as a basis for establishing a social or a commercial activity.

The 'Youth in Action' European programme includes many actions, in particular youth initiatives, which stimulate young people's spirit of initiative, creativity and entrepreneurship. 'Youth in Action' activities prepare young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real learning experiences where they can take risks, manage the results and learn from the outcomes. Moreover, these activities form an excellent basis for social entrepreneurship. Many young people still ignore what social entrepreneurship is and, as is clearly outlined in the Commission Communication 'Social Business Initiative'², social entrepreneurship must be better understood and its visibility must be increased.

It is therefore important to promote it among young people and emphasise that it creates long-lasting jobs, increases social and territorial cohesion and leads to social innovation.

Awareness should be raised about the entrepreneurial potential of 'Youth in Action' projects and about the gained sense of initiative and entrepreneurship that help to increase young people's chances in the increasingly competitive labour market. It is important to underline that entrepreneurial skills also help young people adapt to other non-entrepreneurial careers. Entrepreneurship is not suitable for everyone and it is not the solution to all the problems in our society, but for many young people it can provide a long-term route out of insecurity, making room for economic independence and social integration.

SALTO-Participation, together with the Polish 'Youth in Action' National Agency and SALTO-Inclusion, have already taken steps to create space for sharing knowledge, exchanging experiences and good practices in the field of entrepreneurial learning by organising the 'Get Inspired' seminar (19-24.04.2012, Konstancin-Jeziorna Poland). Its main aim was to commence, strengthen and stimulate international and cross-sectorial cooperation in the field of entrepreneurial learning for young people. It was also an opportunity to reflect on and explore the contribution of 'Youth in Action' activities towards developing the entrepreneurial competences of young people and exchanging methodological approaches towards entrepreneurial education. We invite you to read more about it in the magazine.

The next step that SALTO-Participation will take is to produce a publication on the contribution of youth work (non-formal learning) towards fostering youth entrepreneurship, to be available in 2013.

With this publication, we are planning, inter alia, to analyse and emphasise the contribution of youth

work in creating a positive attitude towards entrepreneurship and the development of the entrepreneurial skills of young people.

Furthermore, SALTO-Participation is also planning to set up a seminar in 2013 addressed to youth workers that can play a role in raising awareness among young people regarding the entrepreneurial potential of their 'Youth in Action' projects. Youth workers participating in the seminar will explore and learn ways of helping young people to follow-up their 'Youth in Action' projects, in particular youth initiatives, and set up their own business (e.g. social enterprise, NGO).

Most young people in Europe know how to use Google, but do they know how to use digital technologies in order to become active citizens or to improve the quality of their 'Youth in Action' projects? With this question in mind, in addition to youth entrepreneurship, the SALTO-Participation magazine is looking further into the issue of youth e-participation.

In its Resolution on encouraging new and effective forms of participation for all young people in Europe³, the Council agrees that 'improving key competences and media literacy of young people to enable them to better decode, use, influence and produce media is key to their being able to participate properly in democratic life'. Moreover, in its Communication, a 'Digital Agenda for Europe'⁴, the Commission is committed to ensuring that young people are digitally competent citizens with the necessary skills to benefit from the Internet.

Digital competences are another of the eight key competences for lifelong learning, which are fundamental in a knowledge-based society. They are a combination of technical skills, a capacity for using digital technologies in daily life activities, working and studying, an ability to critically assess information and use it in a productive way, and (raising) interest in participating in the digital world. Digital competences give young people leverage in the job market and help them participate in daily life. On top of that, digitally competent young people can use media tools to improve the quality of their 'Youth in Action' projects and disseminate and exploit their results. In order to make sure this happens, youth workers need to incentivise young people to exercise active citizenship through using media tools and to sensibly and critically use them in their activities.

It is important to highlight that SALTO-Participation has been involved in the 'Youth Media Wake-up' long-term training and cooperation project, set up with the aim of raising awareness in young people about Structured Dialogue and youth participation in decision making through the active use of participatory media. Four National Agencies of the 'Youth in Action' Programme are also involved in this project, namely the French Speaking Community of Belgium, Hungary, the Czech Republic and Lithuania. As part of this project, a transnational seminar for youth leaders has been organised to take place in November 2012 aiming to create space for sharing the realities of using media for active participation, to learn new ways, methods and tools for using participatory media, and to promote Structured Dialogue and 'Youth in Action' opportunities for youth participation.

Moreover, in 2013 SALTO-Participation will set up a long term training course on youth e-participation addressed to youth workers. The course will help youth workers to raise awareness among young people about the efficient and critical use of media tools in order to actively participate in daily life. The course will encourage reflection on, inter alia, a definition of active e-participation, the educational use of media, and it will also draw on participants' experiences, case studies and examples where media tools have been used in youth projects.

In the light of these facts, the magazine delves further into the contribution of youth work and the 'Youth in Action' programme to developing entrepreneurial skills and on the importance of using media in youth projects by pooling different resources, such as expert articles and good practice projects.

Following what Mahatma Gandhi once said, 'An ounce of practice is worth more than tons of preaching', we encourage each and every one of you to continue reading this magazine and reflect on how entrepreneurial and critically involved in the digital world you are.

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SALTO-Participation Coordinator and
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Footnotes

¹ Recommendation of the European Parliament and of the Council of 18.12.2006 on key competences for lifelong learning (2006/962/EC).

² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Social Business Initiative – Creating a Favourable Climate for Social Enterprises, Key Stakeholders in the Social Economy and Innovation, 25.10.2011 COM (2011) 682 final.

³ Resolution of the Council on Encouraging New and Effective Forms of Participation of all Young People in Europe 19.05.2011 register.consilium.europa.eu

⁴ Commission Communication 'A Digital Agenda for Europe' 26.08.2010 COM (2010) 245 final/2.

**SALTO-PARTICIPATION
AGAINST
YOUTH UNEMPLOYMENT**

5

4

ENTREPRE- NEURSHIP EDUCATION

AND TRAINING
IN NON-FORMAL
LEARNING



BELGIUM, BRUSSELS

10.2012

6

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Footnotes

¹ Recommendation of the European Parliament and of the Council of 18.12.2006 on key competences for lifelong learning (2006/962/EC)

² An EU Strategy for Youth – Investing and Empowering. A renewed open method of coordination to address youth challenges and opportunities: youth-partnership-eu.coe.int

³ EU Youth Report, Status of the situation of young people in the European Union. Commission Communication, Draft 2012 Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (EU Youth Strategy 2010-2018): ec.europa.eu/youth

⁴ Flash Eurobarometer 319b: Education and Training, Mobility, Employment and Entrepreneurship: ec.europa.eu/public_opinion

⁵ The 'Youth in Action' programme (2007-13): ec.europa.eu/youth

⁶ Education and Culture DG: 'Youth in Action' programme, overview of activities 2007-10: ec.europa.eu/youth

⁷ 'Youth in Action', Interim Evaluation, Final Report: ec.europa.eu/dgs/education_culture/evalreports

A sense of initiative and entrepreneurship is one of eight key competencies for lifelong learning, according to the Recommendation of the European Parliament and of the Council of 18.12.2006.¹ Everyone should develop these competencies in order to improve their chances on the increasingly competitive and changing labour market, to achieve personal fulfilment and development and to become active and responsible citizens in our rapidly changing globalised world. A sense of initiative and entrepreneurship, which combines knowledge, skills and attitudes, has been defined as 'an individual's ability to turn ideas into action' which 'includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives'. This is a life competence that helps people in their everyday lives at home, in society and in the workplace and is a 'foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity'.¹

Youth employment and entrepreneurship is one of the areas for action outlined in the EU Youth strategy 'Investing and Empowering'.² According to the recently published EU Youth Report³, many Member States have already put in place programmes or strategies aimed at stimulating entrepreneurial skills and supporting youth entrepreneurship. This is particularly crucial as one in five young Europeans are unemployed. Entrepreneurship and self-employment may be one of the solutions for young people to get out of unemployment or of low-paid or precarious jobs. Given that 40% of young respondents to a Eurobarometer survey⁴ said they would like to set up a business and 6% of them had already done so, this is a career option that tallies with young people's interests and aspirations. However, one of the barriers stopping them from taking this path is a lack of adequate entrepreneurial skills.

Non-formal learning, with its emphasis on empowering young people by helping them discover their strengths and talents, boosting their personal development and stimulating a broad range of skills and attitudes (including a sense of initiative and entrepreneurship) is a good vehicle for entrepreneurship education. And so are non-formal learning methods – learning through personal experience, by carrying out concrete practical tasks.

Many projects are carried out under the 'Youth in Action' programme (the EU funding scheme supporting non-formal learning⁵) that illustrate this learning process. Youth initiatives are particularly suitable for stimulating entrepreneurial skills, even allowing an informal group of young people to apply and obtain the resources they need to experiment with their ideas and turn them into action. Statistics on the 'Youth in Action' programme show that these youth initiatives are especially popular among young people: there are more than three times as many applications as grants available⁶. Young people are eager to take action and try out new solutions, to become creators. They can achieve a lot with little, they show a strong commitment to their project and a great sense of ownership too.

Project Mayonnaise – blending urban culture and youth entrepreneurship

Over the course of a year, this project created an open house in an old movie theatre in Kortrijk, Belgium, to host creative and innovative socio-cultural events and activities as the city took on a new dynamism. It was run by a group of young people, to raise awareness amongst young people of their place in Europe and in the world. Kortrijk has a very diverse population and is part of the Euregio Lille-Tournai-Kortrijk region that straddles language and country borders. The open house hosted a range of events – exhibitions, workshops, intercultural evenings, street cooking, street games, and themed performances – to bring people together and involve them.

The group managed to build a cooperation network with many organisations in the city. It subsequently evolved into a professional NGO, and received recognition and a grant from the Flemish government for experimental youth work. One of the participants has since opened an eco-friendly bar that has become a popular meeting place for young people in the city.

The project took place in 2009-2010 and was organised by proMayo.be, a training service set up in Kortrijk by fourteen young people with creative and innovative ideas specialised in personal and creativity development, and socio-cultural entrepreneurship.

A Youth Initiative project granted by the Flemish-speaking Community of Belgium. Project carried out by ProMayo.be vzw, Belgium.

According to the 'Youth in Action' interim evaluation, 69% of participants in youth initiatives confirmed that they had developed their sense of initiative. 'All actions contribute successfully to this objective [of encouraging initiative, enterprise and creativity], but youth initiatives is clearly the sub-action that contributes the most.'⁷

This scheme helps young people play an active role in social projects that benefit local communities or disadvantaged groups, developing their sense of solidarity and responsibility and so becoming active citizens. These projects are all the more important as they also appeal to vulnerable groups of young people, and those who have little sense of engagement in society.

Driven by a passion for images

A group of four young French people from the urban community of St. Quentin en Yvelines were determined to get into filmmaking, and received a grant to develop a series of seven short films targeted at young people in school and youth centres. The films covered the issues of AIDS, substance abuse, civic responsibility, disability and how to get involved in society and social issues. The topics

were chosen to show other young people that Europe is an aggregate of values as well as of countries. The aim of the simple stories with improvised dialogues was to stimulate debate and reflection among young people about issues that concerned them. In contrast to many more classic information campaigns for young people, the films were deliberately iconoclastic in approach, so as to deliver a message in a way that young people would be ready to listen and respond to. The films were shown on the local TV channel, and each film presentation was accompanied by an exhibition and subsequent discussion. The project provided employment for a group of young actors, and since then the project leader Djinn Carrénard, has gone on to make many more short films.

He has now directed his first feature-length film, 'Je veux voir Donoma', using some of the same actors as were cast in the short films funded by the initial project. The film has received wide media attention, including on the cover page of 'Cahiers du Cinema', and has been shown in festivals in Korea, Canada, Germany, and the UK.

The project, which ran for a year in 2005-2006, gave the group and the project leader new scope to develop their skills and talents, and to acquire entrepreneurial skills. The release of the new film is backed by donations given via an on-line promotional platform, and by a tour of the regions of France.

A Youth Initiative project granted by the 'Youth in Action' national agency in France. Project carried out by Association Diaph'1 Kat, France.

Young volunteers also get the chance to develop entrepreneurial skills when they take part in European Voluntary Service projects. They demonstrate independence, autonomy, responsibility and creativity when supporting hosting organisations in their daily work. This formative experience can lead to new initiatives, such as setting up their own social enterprise back home focusing on achieving social impact, inspired by the example of the hosting organisation abroad.

'Volunteering in Europe' spreading the word on renewable energy

A 27-year-old French graduate in electrical engineering spent a year in Ireland on a European Voluntary Service project, where he organised awareness campaigns on renewable energy.

He worked on carbon footprint and energy feasibility studies, and created displays for public buildings on renewable energy as part of European programmes. He learned how to write grant applications and to convince partners. He set up a local network and developed a new entrepreneurial spirit. On his return to France, he created a website: www.solair-coop.fr and a cooperative company sponsored by Tipperary Energy Agency to advise communities on installing solar roofs. He has since provided services for homes for disabled people, for sports centres and for the community managing the National Park of Vexin.

The project took place for one year in 2008-2009 in County Tipperary, Ireland. The hosting organisation was Tipperary Energy Agency, which supports sustainable energy through energy efficiency, energy management, renewable energy and sustainable transport. It operates locally and through its links with the European Federation of Regional Energy and Environment Agencies. The volunteer had worked on environmental issues before taking part in the project, and was keenly aware of the energy crisis. He wanted to work for the development of renewable energy, especially photovoltaic.

A European Voluntary Service project granted by the 'Youth in Action' National Agency in France. Project carried out by: Tipperary Energy Agency, Ireland ; Centre d'Information et de documentation Jeunesse, France.

Finally, youth leaders often become 'creators' – their youth organisations are business incubators where they can learn the skills that future entrepreneurs need.

Learning through bonding in a new environment

An unemployed 26-year-old Slovenian graduate in political science identified an organisation and defined a project where she could use her capacities for getting results from team work, and at the same time develop her own skills and knowledge. She covered her own expenses for an advanced planning visit to prepare her project.

Using non-formal learning methods, she promoted the local activities of the host organisation on its website, by designing and distributing information and by giving presentations in schools and at public events. She forged close links with local authorities, partner organisations, university and high school students, and youth clubs. She organised and coordinated local volunteers and international youth exchanges, providing support to training sessions and seminars and documenting the organisation's activities in *ima* writing. She also brought an international dimension to the host organisation's work and strengthened its international network.

As a result, she acquired a new awareness of European mobility and identity, increased her own management skills at international level, developed new skills in working with disadvantaged young people, became an actively involved citizen at a local level, and learnt about living in an intercultural environment. She also learnt French and improved her English and Italian. Above all, she boosted her confidence and enhanced her sense of initiative and entrepreneurship. By sharing her experience with young Slovenians, she motivated them to take a more European view of their lives and to explore European opportunities. She declined an offer of employment from her host organisation, and instead set up a youth organisation in Slovenia.

The project took place over twelve months from early 2010 to early 2011. It was hosted in Metz, France, by 'Together', a voluntary organisation active in cross-European cooperation and mutual learning through networking among civic organisations with a youth focus.

A European Voluntary Service project granted by the 'Youth in Action' National Agency in Slovenia. Project carried out by Together, France ; Zavod O, Zavod škofjeloške mladine, Slovenia.

YOUTH INITIATIVE



The non-formal learning sector should play a stronger role in the initiatives launched at national level to boost entrepreneurship education and training. For it to do so, it is important to provide training to youth workers and organisations dealing with young people and to equip them with methodological concepts and tools. At the same time it is important to step up collaboration among all sectors engaged in entrepreneurship education and training (the formal education system, non-formal learning and business). Multidisciplinary approaches would help develop better quality projects by exchanging best practices and sharing experience. Initiatives like a seminar organised on 19-24.04.2012 by the Polish 'Youth in Action' national agency to stimulate international and cross-sectoral cooperation in this field support this objective (see the article about the 'Get Inspired' seminar).

YOUTH WORK AS A DRIVER OF ENTREPRENEURIAL CULTURE



BELGIUM, BRUSSELS

09.2012

10



Policy makers at all levels see entrepreneurship as a key factor for competitiveness and growth. The situation is stark. High levels of youth unemployment in many member states mean it is now more important than ever to foster the right mindset and skills. Europe needs people with a can-do attitude, alongside the skills and knowledge to come up with good ideas and to put those ideas into action. Entrepreneurship can be taught and has to be learned.

At European level, the need to improve the entrepreneurial and innovative capabilities of citizens is highlighted in three of the flagship initiatives in Europe 2020. It has been promoted as a key competence since 2006 by the European Union, and encouragingly a recent Eurydice study showed that features in at least some areas of curricula in almost all member states. But much more work needs to be done to embed it in all areas and at all levels of education and training. To address this, a policy handbook is being produced to provide policymakers and practitioners with information to support their efforts to design and implement entrepreneurship education. The handbook will be based on input from a specialist group on entrepreneurship education, set up by the

Commission in November 2011, which includes experts from 24 countries as well as from business and trade unions.

The 'Youth in Action' programme has supported a large number of projects aiming to raise levels of entrepreneurial skills, and in a survey of programme participants, nearly 60% said that their experience had increased their ability to develop a good idea and put it into practice. The youth work approach of learning by doing gives young people real opportunities to get involved in practical entrepreneurial experiences. This can be as simple as reflecting on the entrepreneurial skills learned through activities such as volunteering, fundraising or organising an activity, through to working with local entrepreneurs to develop innovative solutions for local problems. Youth workers can also be an important source of encouragement for young people who have an idea and want to turn it into a reality, whether for a commercial or non-commercial objective.

Europe's entrepreneurial fire must be ignited. Youth work is an important channel to engage young people, and is a vital part of the drive to build an entrepreneurial culture in Europe and encourage the next generation of social and economic change-makers.

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TOWARDS AN INCLUSIVE ENTREPRENEURSHIP POLICY FOR YOUTH

BELGIUM, BRUSSELS

08.2012



12



The unemployment rate among young people is alarmingly high in most of the EU member states. It is high time to explore all possible solutions to foster job creation, including the promotion of entrepreneurship.

In this respect, one of the actions taken by the European Commission is the promotion of self-employment as a job creation factor. 85% of newly established enterprises are micro-enterprises with fewer than 10 employees, and young people have been identified as a major source of entrepreneurs. Yet young people appear to be facing barriers, preventing some from turning their ideas into projects.

What are these barriers?

They appear in several areas:

- Access to finance: young people are at a disadvantage when it comes to starting a business because not only do they have few personal savings, they also often have difficulty getting conventional credit ;

- Prior work and entrepreneurship experience is a major determinant of business start-up and entrepreneurship performance. Young Europeans typically lack this kind of experience ;
- Education and training programmes do not nurture entrepreneurial attitudes and skills enough, but rather prepare students for dependent work ;
- Finally, young people lack awareness and networks to develop their entrepreneurship skills. This is a crucial point: young people, more than other types of entrepreneurs, need to change their attitude and the business world must trust them more!

In its 'Youth Opportunities Initiative' launched last year, and in its communication 'Towards a job-rich recovery', the Commission highlights that support for job creation should be directed towards SMEs and improving the labour market situation for young people, as they are among the groups with the greatest potential. Appropriate measures should be taken in favour of youth, in particular in the following fields:

- Education: embedding entrepreneurial learning into all levels and types of education is the first step. The Commission is working – in close cooperation with national authorities – to promote education for entrepreneurship at school and university. An interesting question in this matter is how to implement entrepreneurship education into curricula ;
- Concrete support to entrepreneurs: the Commission's Erasmus for Entrepreneurs Programme is opening new horizons. The programme helps participants not only to start up a new business but also allows them to expand to international markets, to establish contacts or to cooperate abroad ;
- Access to finance: the Progress Microfinance Facility increases the availability of microcredit for setting up or developing a small business, in particular for young people who find it more difficult than adults to obtain external finance, including debt finance by banks. There are many successful examples, such as a Bulgarian vegetable grower who

managed to finance the building of a greenhouse. Moreover, the European Social Fund brings a broader support focused, among others, on setting up support schemes for young business starters and social entrepreneurs.

I would also like to add a word about social entrepreneurship, which is recognised by the Commission as a priority: on average, social entrepreneurs tend to create more jobs – and often have a greater social impact – than other entrepreneurs. Hence, the Commission intends to assist Member States in the setting up of support schemes for social entrepreneurs.

Last but not least, a global strategy is necessary to support young entrepreneurs, both at European level and in the Member States. This is why the Commission is launching an 'Entrepreneurship 2020 Act', which should be adopted by the end of this year. A public consultation has just been issued. Everyone's contribution to this consultation is more than welcome.

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Links

Commission Communication 'Social Business Initiative' COM (2011) 682 final

Commission Communication 'Youth Opportunities Initiative' COM (2011) 933 final, 20.12.2011

Commission Communication 'Towards a Job-Rich Recovery' COM (2012) 173 final 18.04.2012

Progress Microfinance ec.europa.eu/social/main.jsp?langId=en&catId=836

Examples of entrepreneurs www.eif.org/news_centre/publications/eu-epmf-brochure.pdf

Public Consultation ec.europa.eu/enterprise/policies/sme/public-consultation/index_en.htm

SOCIAL ENTREPRE- NEURSHIP

AN OPPORTUNITY FOR YOUNG PEOPLE



BELGIUM, BRUSSELS

09.2012

14

In the current economic context, young people in Europe are often the hardest hit by unemployment, with figures as high as 50% in Greece or Spain. Every cloud has a silver lining, though, and Europe can make the best of the present challenges by proposing new foundations for its economy. With the re-launch of the Single Market, the Commission proposes to unlock the EU's growth potential, by tapping into previously overlooked areas. This includes in particular social enterprises which proved particularly resilient to today's difficulties.

They are pioneers of a new growth model, needed to overcome the crisis, embedded in the real economy, close to people and to local communities and primarily aimed at meeting societal needs. They offer a great opportunity for Europe's youth to engage in a business career while contributing to the general good of society.

Social enterprises deliver long-lasting jobs (since short-term profit maximizing is not their primary objective), most of them being non-exportable (often delivering products and services to the community). Whatever their economic activity and the sector in which they operate (housing, transport, restaurant, agriculture, recycling...), their corporate objective is to increase social and territorial cohesion. Many aim at bringing work to disadvantaged categories, including less qualified young people, but also the long-term unemployed, or immigrants, former convicts, etc.

This isn't just about the fight against poverty. Social enterprises are the spearheads of social innovation, both through the development of new products and services, which neither the State nor the market provide, and through new collaborative and more efficient production methods. Last year, the Commission adopted the Social Business Initiative which proposed a strategy to support and enhance the development of social enterprises.

First, it proposed to improve access to finance by creating a Europe-wide passport for investment funds focusing on social enterprises and by ring-fencing EU money to fund social enterprises in local communities.

It also proposed modifications to EU legislation in order to avoid a one-size-fits-all approach and better take into account the special nature of social enterprises. This concerned notably the rules on public procurement and public funding.

Some challenges still lie ahead, though, in particular in order to increase public awareness of social enterprises. We still need to attract more business creators and young people into social entrepreneurship. The Commission will encourage young people to gain experience in social enterprises abroad, through the European Voluntary Service, through internships during their vocational training (Erasmus for all), and through exchanges between young social entrepreneurs. But at the end of the day, it will be up to young people themselves to make the most of social businesses and explore their diverse avenues to find the right job opportunity that is waiting for them out there.

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IN
THE
CURRENT
ECONOMIC
CON-
TEXT

15

YOUTH, MEDIA, & PARTICI- PATION

TOWARDS A PARTICIPATORY CULTURE



BELGIUM, BRUSSELS

08.2012

16

The idea that the explosion and popularity of the practices related to social networks is a new opportunity for democratic participation seems now anchored in educational imagination. Indeed, never have traditional media offered such opportunities for interaction. Social networks and more broadly participatory media have fundamentally changed the posture of passive consumers of media, allowing them to become the author, involved in the life of the city, able to interact and communicate on the issues and realities of society.

However, while many studies show indisputably significant changes in the use of media and young adults, it is necessary to leave the mainstream ideas and start from the real and actual media practices of young people.

Closer understanding and observation of current practices show that citizen participation and democratic youth is not as spontaneous or automatic as one might imagine.

Thus, if several studies show that more than one in two young people regularly share media content online, they are no longer a minority developing their own original media content creation. Behind the development of participatory practices, it is necessary, however, that participation is not a homogeneous phenomenon. Many young people consume and share media content from the major dominant cultural industries, without developing the necessary critical distance and autonomy to exercise active and responsible citizenship.

Social networks are probably a milestone in the history of relations between humans and hence between humans and the media. Indeed, thanks to a great development of interactivity, everyone has the opportunity to take an active part and to act not only as a player but also as a producer, organizer, broadcaster, contributor organizer, mediator, and transmitter... text messages, visual and audio. In addition, they can now do so at any time and in any place, through the development of mobile technologies.

Media participation requires a number of media skills that are highly dependent on the social and cultural environment of a young person, his/her educational background and the social network in which he/she is involved.

The skills necessary for participation can be grouped around three complementary areas.

- Technical skills are without a doubt the easiest group to consider. These skills are often developed in 'peer to peer' learning mechanisms, in a dynamic exchange facilitated by the provision of 'user-friendly' technical interfaces. This spontaneous technical skills development is often linked to online media uses. Still, more complex and creative media production activities including moving images, sound and interactive content need more developed technical skills. The ability to grasp objects in their technical dimension has seen increasing attention with the emergence of educational and political concerns relating to digital literacy and digital competence ;

SHARE

17

- Information literacy skills relate to the ability to critically search, validate, exploit and produce information and content ;
- Relational or social skills cover a wide range of learning related to how to interact with others, to become part of one or more communities, controlling the building of identities depending on the communication context.

Any media object refers to actors (institutions and individuals) that are producing and disseminating the intentions of the actors, the effects it produces, but also the cultural models it promotes.

One of the major issues related to the development of media skills probably lies in the social skills it covers. In terms of sociality, the uses of new media developed by the majority of young people are often in the service of maintaining a continuous contact between peers nearby ('friendship-driven practices'). However, a minority of these media provide a place to develop expertise on a given topic, in groups outside the boundary circles of friends frequented daily (interest-driven networks). These networks are opportunities for young people to broadcast their productions, involve audiences online, expand their visibility and reputation, and to experience forms of 'adult' sociability, different from those experienced in their lives offline.

The main challenge is how to get young people to diversify their social behavior, mediated practices beyond close friends, and develop their capacity to evolve in diverse communities of discerning and respecting multiple perspectives, and to appropriate standards and social interaction alternatives.

For H. Jenkins, 'A participatory culture is a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing creations, and some type of informal mentorship whereby experienced participants pass along knowledge to novices. In a participatory culture, members also believe their contributions matter and feel some degree of social connection with one another (at the least, members care about others' opinions of what they have created).'¹

The stimulation of participatory culture is probably not sufficient to lead to a more active citizenship but seems to be a valuable basis to build new participatory forms and functions. Seen as a new educative challenge, we still need to develop new methods, tools and frameworks to make it happen. There is an urgent need for innovation, experiment and creative approaches to develop a participatory culture in a citizenship perspective.

PATRICK VERNIERS

Media Animation asbl Belgium
Vice-president of the Higher Board for Media Literacy (Belgium)

Footnote

¹ Director of the Comparative Media Studies Program at the Massachusetts Institute of Technology
Confronting the challenges of participatory culture, 2009, Mac Arthur, USA

GOOD PRACTICE 1.2 – LOCAL YOUTH INITIATIVE

BELIEVE IN CHANGE

Brief description

This project aimed to engage apathetic young voters in East London through a targeted media campaign and with a view to upskilling these individuals in order for them to better engage in the development of local youth policy.

Objectives

Listening to young non-voters to gain understanding and thereby offer a feeling of inclusion as their views are being taken into account. Engaging these non-voters, activities and training towards hosting an open debate within their local community to directly influence youth policy. Provide a sense of participation. Increase employability through acquisition of non-formal skills and training around CV-writing. Change perceptions of young people through the media.

Outcomes

- Listening: Hosted a debate, seminars at universities and engaged the public on the streets to get a better understanding of issues ;
- Engaging: Delivered 3 interactive training sessions and over 15 workshops in two schools ;
- Employability: The young people involved gained essential non-formal skills, increased their confidence and learnt more about CV-building ;
- Media: Created Blog, which continues after the project.

The project wrote articles published in the local community, hosted an open event, linked to other youth politics organisations. Attended London Fields festival. The young people are setting-up a social enterprise to continue the highly successful school sessions and continue the blog.

What makes this project a best practice project?

The project perfectly targeted several 'Youth in Action' priorities. We were especially impressed with the motivation of the young people involved, which led to the excellent achievements outlined in the Final Report. The young people hosted and attended many related events ; when combined with the dedicated blog this ensured a very high visibility for the aims of the project and 'Youth in Action'.

Project promoter
Mediorite (UK)

LISTENING
TO GAIN
UNDERSTANDING
19

LONDON, UK

01.07.2010 – 01.07.2011

'WE CAN' PROJECT

WORKSHOP ABOUT THE ONLINE WORLD



CZECH REPUBLIC

04.05.2012 – 06.05.2012

20

I had the pleasure of being invited as a trainer by the Czech National Agency to contribute to the 'We Can' national project.

This project is part of a long-term training and cooperation project 'Youth Media Wake-up' set up with the aim of raising awareness in young people about Structured Dialogue and youth participation in decision making through the active use of participatory media. SALTO-Youth Participation and Four National Agencies of the 'Youth in Action' Programme are involved in this long-term training and cooperation project, namely the French Speaking Community of Belgium, Hungary, the Czech Republic and Lithuania.

The target group of the 'We Can' project is young people aged between 13-30 years old. The project was held in Pardubice in the Czech Republic.

One day of the project was dedicated to various workshops, each focusing on a different topic. One particular workshop tackled online media and subtopics connected to it such as project promotion through media, using various online channels and support participation through online media.

The workshop started with a reflection on what media was (types of media, uses, target public, etc.), followed by a thorough discussion about online media in particular.

Given that online media are very diverse, the participants focused mainly on the division and structure of online media. This exercise helped them to have a clearer picture of the subject. A discussion on target groups also caught the attention of the participants

who realised that, when working with online media, it is absolutely necessary that the target group is identified. When setting up a project, one needs to know the age of the target group that needs to be encouraged to participate in order to decide what type of online media will be used. For instance a 13 year-old spends more time with online games and less time on Twitter, an 18 year-old spends time listening to music, watching videos and checking his/her Facebook page, and a university student can follow more Twitter and interesting blogs. This could vary according to the age, local community, interest and country.

The workshop continued with an analysis of how to use different types of online media. The participants tried to use some freeware simple programmes to edit photos and create videos. Working with sound was also experienced. Some basic tasks were performed in the Wordpress administration system, which allowed participants to work with weblogs easily and without cost. The free websites for sharing these media – Flickr, Youtube, Wordpress and Soundcloud – were tested. This practical experience was highly appreciated by the participants.

In the next part of the workshop, surveys, quizzes, games, forms, mood and feeling statements, comics, cartoon videos, voice readers and other interesting things were tackled. They can make the online information more attractive and can support the participation of the target group.

The workshop was successful as it allowed the participants to improve their media skills and prepared them to use media in their 'Youth in Action' projects.

EVA HAVLICKOVA

International Trainer working for Hodina H, the Czech Republic

Credit

Social Media Landscape
fredcavazza.net

(under Creative Commons)

IDENTIFY
YOUR
TARGET

21

INITIATION TO PARKOUR & FREE RUNNING



BRUSSELS, BELGIUM

11.2011 – 05.2012

22

Brief description

This is a local youth initiative developed by 5 young people from Brussels with a passion for Parkour and wishing to share it with other young people. Parkour is a little-known sport. The main purpose of this spectacular discipline is to move through the environment by vaulting, rolling, running, climbing, and jumping. Parkour's customary obstacles are walls, stairwells, fences, railings, and gaps between roofs.

Activities carried out

- Training sessions for the trainers ;
- How to teach Parkour and how to manage an association (accounting, contracts, etc.) ;
- Contacts with youth clubs/associations to present the project ;
- Indoor/outdoor Parkour demos for youth clubs ;
- Setting up 10 workshops for young people from youth clubs ;
- Release of a pedagogical documentary (6 months of workshops in pictures) + a video allowing young people to start practising Parkour in a safe environment ;
- Press contacts: radio, local TV, written press ;
- Designing the association's website.

Objectives

- To promote Parkour – a little-known sport for which there are few opportunities for training/teaching in an indoor and safe environment ;
- To spread the values of this sport especially among young people with fewer opportunities ;
- To gather young people from different areas and backgrounds around this sport and mix boys and girls ;
- To develop new and diverse skills while promoting the sport they like ;
- To develop a sport-based project as a tool to bring positive changes among young people and their communities ;
- To turn the initial idea into a self-sufficient project for the group: the creation of a parkour school in Belgium.

Pitfalls/Difficulties

- Dealing with the unexpected ;
- The group thought it would be able to offer 20 workshops ;
- The group thought that more people would be immediately interested in the project. This not being the case, more time than expected was spent promoting the idea and the workshops.

Strong points

- The group settled its own association and started offering workshops ;
- The group managed to raise awareness about parkour and about its association, among young people but also at a more general level through press articles, radio programmes, etc. ;
- The group learned how to manage an association and how to work in/as a team ;
- The group learned how to deal with 'the unexpected': e.g. less interest than foreseen from youth clubs or young people ;
- The project trained promoters in video production, activity promotion, website management, marketing, etc. ;
- The project gave the members of the group new opportunities for developing their own skills and talents and for acquiring entrepreneurial skills ;
- The group was invited to perform in different cultural events and is now thinking about developing the 'event' dimension of the association ;
- The group developed new institutional contacts with the municipality of Schaerbeek (Brussels, Belgium) which would be interested in creating an open space for parkour activities.

HOW TO
TEACH
UR? / 23

Project promoter
Xtreme Team

Budget
'Youth in Action' grant: €6,500
Other: €500

Contact
xtreme_team_bxl@hotmail.com



THE NAPHOUSE PROJECT



TURKU, FINLAND

01.02.2008 – 30.04.2009

24

The main objectives of the project

The objective of this project was to promote the health aspects of a slower lifestyle. The initiative fought against urban stress by bringing a place for taking a nap in the heart of the city of Turku.

The main activities carried out by participants during the project

The Naphouse was a place where passers-by could come and take a nap, just relax or enjoy a cup of tea. The Naphouse also offered free yoga and relaxation exercises, information about the 'Youth in Action' Programme and alternative cultural events. Although the Naphouse was run by volunteers, one objective was to find ways to keep the Naphouse alive after the 'Youth in Action' funding and maybe also provide the French ex-volunteer, involved in the project, with a job.

The main outcomes of the project and the skills developed by participants

The young people behind the Naphouse managed to network and motivate many other people. The Naphouse was open for 111 days, 2772 people visited it. The whole decoration of the Naphouse was recycled – this way they also saved money and promoted sustainable development. The group learned a lot more than they had expected; everything from the law to hygiene regulations, 'the basics of self-employment', as they put it. The French ex-volunteer thought it was also a huge personal experience and a big step into the working world. The project had a big influence on the

A SLOWER LIFESTYLE

25

whole group. At the end of the project they were working hard to find other funding possibilities for the Naphouse.

The project got visibility (both during 'Youth in Action' funding and after it) in various Finnish media: on the Internet, newspapers, TV and radio. It was such an outstanding project that is also raised the attention of international media, including the Reuters News!

As far as we know the informal group (or at least some members of it) created an artistic group. The Naphouse has re-opened after the 'Youth in Action' project on several occasions, both in its initial form and also as a pop-up Naphouse during festivals etc. Most recently, the Naphouse was featured as a part of Turku European Capital of Culture 2011.

Number and profile of participants

The four youngsters who carried out this project were young adults and all had experience of voluntary work. Two of them had previously done an EVS. One of them was a French volunteer who had stayed in Finland after his service and was out of work.

More information

Please see Naphouse's Facebook support group page (includes photos and links to articles about the project)

Link

www.facebook.com/groups/19772567767

Videos

The Naphouse hit the Reuters news in 2009
www.youtube.com/watch?v=9XXA21vqteM

CIVIC CARAVAN

DEMOCRACY ALL RIGHTS



ESTONIA
FRANCE
ITALY
TURKEY

01.05.2010 – 15.11.2010

26

Brief description

Civic Caravan is an itinerary of discovery and endorsement of the democratic principles and values of the European citizenship, from Strasbourg to Brussels, via Maastricht and Luxembourg. This project is seen as a journey for young people on bikes, on a 'velomnibus' (a magic bus driven by 12 people who pedal). On their way, the young people could meet and talk with politicians.



How did the idea come up?

For 10 years, ADSEA has been working with young offenders. At the request of the justice department, their mission is to work on the principle of 'reparation'. In this context, they have built various projects to restore citizenship to everyone and civic caravan is the latest.

Objectives

Restore citizenship. See young people endorse this common set of values, learning how to live together during this project. The project should help the young people to find new hallmarks in their lives.

Pitfalls/Difficulties

The project was rather tiring. Some young people were discouraged. Some Italian participants did not understand the real purpose of the project (rather like a holiday).

Strong points

The strongest moments were when the young people were pedalling on the 'velomnibus', as they were learning how to make a collective work with a mix of nationalities. For many participants, the project was a new start in their lives.

Project promoter

ADSEA 77
An NGO that works with young people at risk and/or in conflict with the Law

Partnership

- Turkey
 - Solution youth group (informal group)
 - Youth Valley (informal group)
- Italy
 - Youth 4 youth (NGO)
 - Vicolocorto (NGO)
- Estonia
 - FIMS Alliance
 - Sillamae Lastekaitse
- France
 - Senart
 - San (public body)
 - Realize (informal group composed of young ex-offenders)

Budget

€67,000
(total amount, 'Youth in Action' contributions, sponsoring, donation)

Contact

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More information

www.dailymotion.com/eucivic-tv



A STARTING PLACE FOR SOCIAL ENTREPRENEURSHIP

IN 'YOUTH IN ACTION' PROGRAMME PROJECTS



ESTONIA, TALLIN

08.2012

28

Some time ago, NHK World News showed a podcast in which Estonia was described as a country in which you can officially start your own enterprise really quickly – within two hours. In relation to such news I often find myself thinking how and from where young people's courage and readiness to start their own enterprises come, and how many of these create better lives not only for their employees, but also more widely – for the whole society?

I'M PLEASED TO NOTICE THAT SLOWLY, BUT SURELY THESE METHODS OF NON-FORMAL LEARNING ARE ENTERING INTO SCHOOL CLASSES

I also wonder where the readiness and courage to start something bigger come from? Some people just seem to fit the profile: 'He's a natural entrepreneur'. But what do these people think of themselves? How many of them and how many times have they thought: 'Me?, I do not know if I can...'? I believe that in most of the cases the world champions were not born this way, they have become what they are.

The education they received at home (informal education), formal education, and everything in between these two are aspects that play a role in a person's development. Non-formal learning is also part of what is in between.

It's a learning process that is undertaken consciously and with the aim of developing oneself; it is voluntary, learner-centred and takes place in various environments. I'm pleased to notice that slowly, but surely the methods of non-formal learning are entering into school classes. Supporting youth development possibilities through non-formal learning is also a mission of the 'Foundation Archimedes' – the Estonian National Agency of the 'Youth in Action' programme, which as the name also says, coordinates the European 'Youth in Action' Programme in Estonia. This programme supports different youth initiated projects and international cooperation.

How is this connected with the alacrity to start a business? Research findings of the 'Youth in Action' Programme's effects in Estonia show that, based on the assessment of project leaders, 99% of project participants have improved their social skills, 93% their ability to initiate projects and 77% their sense of enterprise¹. Aside from school and home, carrying out youth projects develops and shapes the qualities that can give an impulse to a young person to think his/her idea through, to have the courage to come out with it and maybe to set up with his/her team an enterprise within two hours, as it is possible to do in Estonia.

The other part of the question (How many enterprises create a good life not only for their employees, but also for our whole society?) is in my mind connected with the statement of Marju Lauristin (Estonian social scientist and ex-politician): 'We should not think more about what others give to us, but about what we can give to others'.

The 'Youth in Action' 'Youth Initiatives' sub-action gives young people the possibility to create something for the whole society. Youth initiatives also give young people the possibility to raise the themes that, in their opinion, need attention, to refer to existing problems and to make an effort to alleviate them. Young people's project ideas and the realised projects show that they notice and try to amend many important things – starting from environment awareness, integration, and world education, and going on to supporting youth conscious career choices, promoting living in the countryside and sexual health. Many of these topics are also recognized and targeted by social enterprises in Estonia and other countries.

'Youth in Action' Youth Initiatives offer a good possibility for youngsters to test their different ideas and activities: to find out what works best and to test their teamwork. In the 'Youth in Action' programme it is essentially important to analyse the learning that takes place through a project's successes and setbacks. This helps young people to accept future challenges better and develop their actions. After the end of the project, tested ideas and well functioning activities from the Youth Initiative projects may become the core of a viable social enterprise.

The Estonian trainer, Toomas Roolaid, said that every young person has an inborn basic entrepreneurial spirit, because solving one 'decent' problem (so-called by adults) is a very enterprising phenomenon. He says that as soon as this phenomenon is connected with social aspects, (young) people start to think that this is not in their power.

Therefore the 'Youth in Action' Programme does not only grant projects, but also via National Agencies gives support, thanks to national and international trainings and continuous consultations.

The Estonian National Agency, in order to support themes important to the wider society, has organized specific trainings like 'Notice and take action' and project 'MAlgatus', the latter being done in cooperation with the Foundation Õpilasmalev, the Estonian Youth Work Centre and the 'Good Deed' Foundation.

Since the summer of 2008, 'MAlgatus' has represented a chance for young people to initiate and support their social entrepreneurial spirit in summer work camps by starting and carrying out something good and widely useful in a society.

'The world does not change with one day. The world changes with every day.' This statement of Tiit Ojasoo (Estonian theatre director and actor) is relevant also when it comes to young people and the development of their ideas. We cannot expect them to start with their social enterprises right away, but they can start right away to make concrete steps to notice more what needs a good action and a change in the world, and to act so that they may also play an important role in making this change.

NELE METS

Coordinator for Actions 1.2, 1.3 and 5.1 of the 'Youth in Action' programme, Estonian National Agency of the 'Youth in Action' Programme

Links

www.euroopa.noored.ee/voimalused
www.ec.europa.eu/youth/youth-in-action-programme/actions_en.htm

Footnotes

¹Taru, M. (2011) Research based analysis and monitoring of 'Youth in Action' programme. University of Tallinn (manuscript of the first analysis of the Estonian results). www.euroopa.noored.ee/malgatus

EVENTS

THE 'GET INSPIRED' SEMINAR

YOUTH ENTREPRENEURIAL
EDUCATION IN ACTION!

"The way to get started is to quit talking and begin doing."

Walt Disney



30

POLAND, KONSTANCIN-JEZIORNA

19.04.2012 – 24.04.2012

What is the first thought that comes to the mind of an average girl or boy who hears the term: entrepreneurship? Bill Gates or Steve Jobs, extraordinary personalities, big money, huge corporations all over the world... It definitely doesn't refer to young people. However, these famous entrepreneurs used to be teenagers too and took their first steps carrying out small activities.

Current social studies and research convince us that entrepreneurship is an essential life skill needed by every individual in order to deal with challenges of today's fast-changing world. Nowadays, the situation for young people in the labour market is difficult, and future career prospects for young Europeans are up in the air. A formal education background and vocational experience are often not enough for finding one's place in the labour market and it seems like something more is needed – entrepreneurial skills are filling this gap.

This issue was widely discussed during the international seminar on Youth Entrepreneurial Education 'Get Inspired!' which took place in Poland in April 2012. The seminar was organised in cooperation with the Polish National Agency of the 'Youth in Action' Programme, the SALTO-Participation Resource Centre, the SALTO-Inclusion Resource Centre and representatives of the European Commission. Participants from twelve European countries, and from different backgrounds (formal and non-formal education, business) shared good practices for helping young people to recognize and develop their entrepreneurial potential through educational programmes.

Objectives

- To create space for sharing knowledge and exchanging experiences & good practices in the field of entrepreneurial education among players in three fields: non-formal education, formal education and business ;
- To identify factors and resources which are useful in undertaking initiative and entrepreneurial activities by young people ;
- To reflect on and explore 'Youth in Action' activities/tools as catalysts for developing the entrepreneurial competences of young people ;
- To create space for building international and cross-sector partnerships, and reflect on potential resources for future cooperation.

Conclusions

There is no point in waiting with entrepreneurial education and organizing it only for teenagers or students! Junior Achievement Young Enterprise offers educational programmes addressed to pupils aged 8-10. Lessons presented by business volunteers enable them to discover how people and businesses operate in a community. This example shows the invaluable contribution of business, which is nowadays more often based on sharing knowledge and coaching, rather than providing only financial support.

The crucial thing is to find the right platform for communication with young people, to relate educational programmes to their interests and hobbies. The Hero Project, which is based in Blackpool, is a good example of activating entrepreneurial spirit through sport and presenting business principles using a sports club and explaining how it is organized, financed and how it works.



Entrepreneurial education of young people should be focused on developing such skills as organising, cooperating with others, problem solving, adapting to changes, the ability to notice and seize opportunities that arise, and dealing with risk. This kind of training, specific to non-formal education, should be combined with formal education which enables them to build a solid basis of knowledge and competences. Combining these fields of education gives young people the opportunity to use in practice knowledge gained in formal education.

Changing the way of thinking about being wrong and making mistakes is very important in youth entrepreneurial education. Promoting the right to be wrong in the process of learning and looking for solutions is one of the key factors in developing an entrepreneurial attitude. Formal, conventional education teaches young people to find the right answers and avoid being wrong, which limits their creativity and prevents them from trying out new ways of doing things.

Voluntary activities, undertaken by young people in response to social needs, help to develop entrepreneurial skills and may turn into professional occupations in the future, including self-employment.

Effective educational programmes for youth are based on the method of role playing, which engages youngsters and helps them to understand, e.g. the role of representatives from different professions in society and connections between them (read more about entrepreneurial villages organised by the Economic Information Office in Finland.)



Follow up

The conclusions and elements of good practice presented during the 'Get Inspired' seminar will be adapted within the training course for young leaders 'Act effectively! Youth Academy of Local Leaders' implemented by the Polish National Agency.

The Academy provides a number of skills for young people aged 16-24 to use in their groups and organizations. The aim is to support young people with knowledge and skills so that they can play an active role in their communities, encouraging and inspiring positive change. The Academy consists of three four-day training courses, which take place every two months: 'Me as a youth leader', 'Me and my local community', 'Me in action'. The fifth edition of the Academy will be organised as an international training course for the first time.

MAGDALENA PASZKOWSKA

Polish National Agency of the
'Youth in Action' Programme

Links

www.ja-ye.org

www.yrityskyla.fi

www.blackpoolhero.co.uk

'TOGETHER' SCHOOL PROGRAMME



SPIRIT OF ENNISKILLEN TRUST NORTHERN IRELAND



NORTHERN IRELAND

ONGOING PROJECT
RUNNING SINCE 09.2009

'Together' is the schools programme run by the Spirit of Enniskillen Trust. The Trust is committed to developing the capacity of young people to make a positive contribution in their community by leading change, engaging in open and honest dialogue and respecting the identity of all. With this in mind, I excitedly attended the 'Get Inspired!' seminar in Poland hoping to learn from the work of others in the youth field and to learn about how the concept and practice of entrepreneurial education could benefit the work of the Spirit of Enniskillen.

I was particularly keen to explore how my organisation could channel the creativity, enthusiasm, willingness and leadership capabilities of the many young participants we work with to achieve something positive and innovative in whatever context they wished. I felt that the leadership and communication skills developed by Spirit of Enniskillen programmes linked strongly with the core principles of entrepreneurship and innovation. The seminar provided a unique platform for each participant to share experiences and resources, challenge their own thinking on entrepreneurial education and begin to make links with other organisations across Europe.

I was challenged to find creative and innovative methods and strategies for encouraging innovation and confidence amongst young people and I was heartened and inspired by all of my fellow participants. I left with a renewed sense of optimism and determination to continue investing in young people to reach their potential.

Brief description and objectives of the project

Together works in post-primary schools across Northern Ireland to build capacity for shared education. It aims to promote the building of a shared and better society through development of peer-leadership, dialogue and learning in young people and those teachers who support them. All workshops, residentials and conferences are facilitated by trained young volunteers, sixth form pupils and teachers. Pupils are given opportunities to build the skills to participate in, and then facilitate dialogue for others. This experience enables participants to engage positively with others to discuss contested and difficult issues which are often avoided in Northern Ireland.

Outcomes

The young people involved in the Together programme develop the confidence, communication and leadership skills to enable them to make a positive contribution to their school and community. Young people are eager and willing to take on roles of responsibility and leadership and the opportunity to do this by facilitating the learning of their peers is both immensely rewarding for them and very effective as a non-formal method of education. This creates a sense of ownership and initiative amongst young people and demonstrates their ability to lead others.

Strength of the project

The 'Together' programme works with upwards of 2,000 pupils in 40 schools across Northern Ireland each year, with the help of 100 young volunteers. Its key strength is the effectiveness of peer-led learning and the fact that all our work is delivered by young people, the majority of whom are past-participants of the programme. Together brings young people from different educational, social, economic and religious/political backgrounds together to discuss issues which make them different and which are often controversial openly and honestly.

Difficulties the project faced and the solutions to overcome them

The main difficulties relate to staff capacity to deliver work in the number of schools we wish to, resources, time that schools are able to give to the programme and funding provisions.

What was the follow up?

The programme is ongoing.

Project promoter
Spirit of Enniskillen Trust
www.soetrust.org

Budget
The 'Together' Programme is funded by the International Fund for Ireland

Contact
Maeve Grimley



THE ECONOMIC INFORMATION OFFICE

WORKING AS COMPANIES BRIDGE TO THE FUTURE



FINLAND

06.2012

36

The Economic Information Office, founded in 1947, is the Finnish economic life information office responsible for youth communication about business life. The organization supports young people's educational and occupational choices and enhances the attraction of different sectors of economic life. The organization delivers yearly studies about young people's values and attitudes about working life and brings schools and working life closer together through various projects.

The Enterprise Society learning environment

The Enterprise Society is an impressive, hands-on learning environment, which is transferred to different localities in Finland during each school term. By the end of 2012 the Enterprise Society will have visited five cities around Finland, reaching nearly 17,000 pupils. Its purpose is to offer 6th grade children of 12-13 years of age an experience of society, enterprises and different professions.

The premises, over 500 square metres in size, simulate the operations of 15 companies and public services. During the day the visiting pupils get a chance to work in a profession, earn a salary and act as consumers in their own society. The purpose of the Enterprise Society is to teach all lower primary school children citizenship skills and support entrepreneurship education.

Visits to the enterprise society take one day, but the visit is preceded by a 10 lesson study module taught by a class teacher in the pupils' own classroom. The study module comprises contents related for instance to economy, taxation, banking, advertisement, job applications, community and the differences between business and the public sector.

The pupils spend one school day at the Enterprise Society. The premises accommodate a total of approximately 65 pupils at a time. Each company is run by a chief executive officer, financial and personnel managers, and employees and officials. The course of the day is based on a pre-planned script and each profession has its own job

description. The Enterprise Society is an interactive learning environment, where for instance, customer service duties and meetings with representatives of other companies are emphasised.

The Enterprise Society also has its own, custom-designed banking system. With this system the pupils monitor the real-time economy of their enterprise, invoice their clients and sell their services to consumers. The system also enables the pupils to receive a virtual salary while working at the Enterprise Society.

The Enterprise Society is built with modifiable and moveable wall modules. The visual appearance of the wall modules corresponds to the visual appearance of actual businesses operating in Finland. The enterprises support the project financially as well as with product donations. At the moment there are 30-40 partner enterprises and the number is increasing constantly. The regional aspect is emphasised through partnerships within regional businesses. For schools, teaching materials and the visit to the Enterprise Society is free of charge.

The Economic Life Youth Programme (2004 – 2012)

In addition to the Enterprise Society, Economic Information Office also provides older pupils and teachers with information about economic life. Finnish society and work life is at its biggest breach ; the Finnish population is aging the fastest in Europe and second fastest in the world. Therefore Finnish economic life started its biggest youth communication program in 2004. The program is focused on increasing employment and economic knowledge for teachers and young people.

The goal of the Youth Program is to have an effect on young people's educational and occupational choices and make sure that economic life is getting enough qualified workers. The program aims to support young people in starting their careers sooner and make their careers last longer. To make their careers longer, it's important for young people to have a realistic image of working life early on.

Within the Youth Program, practical work is done by nine school coaches. School coaches operate in different parts of Finland, cooperating closely with companies and schools. Through the program, the companies get active contacts with young people and schools. Not only do the companies have the possibility to build their employer brand in the eyes of future employees, but they also have the chance to affect

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?	THE ENTERPRISE SOCIETY	PAY 1 OR €21
	OVER 500M? FREE OF CHARGE	

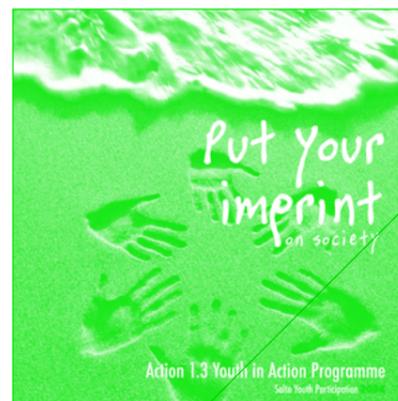
37

the content and methods of teaching. Eventually, cooperation with schools will bring companies committed and qualified employees. Young people get information and support for making educational and occupational choices and the motivation to study different subjects in schools.

Since 2009, the program has focused on increasing teachers' knowledge of working life and the significance of their own teaching subject in working life. Tools of the program include tailored visits to companies, work experience periods for students and teachers, headmaster-coaching for headmasters and training seminars. During the programme, 20% of people at the age of choosing a profession, 13% of Finnish educational staff and 25% of the Confederation of Finnish industries' member companies have been reached.

More information
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SALTO-YOUTH PARTICIPATION



38

SUPPORT AND ADVANCED LEARNING FOR TRAINING OPPORTUNITIES

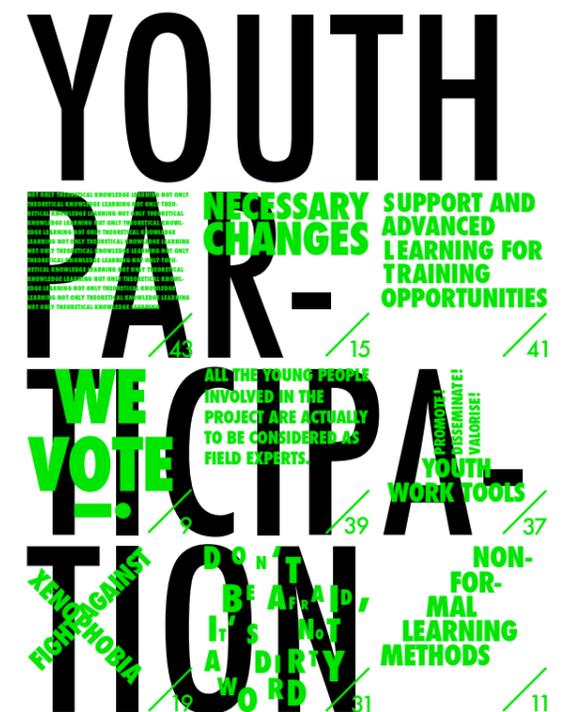
39

What do we do?

- Strengthen and promote active participation ;
- Collect and disseminate information, projects and articles on active participation ;
- Support the management of youth initiatives and Youth Democracy Projects (sub action 1.2 and 1.3).

How do we do it?

- Practical guides ;
- Magazines ;
- Our website ;
- Newsletters ;
- Training courses ;
- Organisation of events ;
- Best Practice Projects Database ;
- Partner Finding Database – OTLAS.



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www.salto-youth.net/participation
www.salto-youth.net/static/yic
www.salto-youth.net/Participationcourses
www.salto-youth.net/rc/participation/partnerrequests

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SALTO-YOUTH
PARTICIPATION
RESOURCE CENTRE



SUPPORT AND
ADVANCED
LEARNING FOR
TRAINING
OPPORTUNITIES

A SLOWER LIFESTYLE

IDENTIFY
YOUR
TARGET

SALTO 39 25 21

FOR YOUNG PEOPLE A JOURNEY

FINANCE



THE ENTERPRISE
SOCIETY

OVER 500M²
FREE OF CHARGE

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TICE THAT SLOWLY,
BUT SURELY THE
METHODS OF NON-
FORMAL LEARNING
ARE ENTERING IN
TO SCHOOL CLASSES

2012 5

SALTO-PARTICIPATION
AGAINST
YOUTH UNEMPLOYMENT

AND POLITICAL BACKGROUNDS.
YOUNG PEOPLE FROM DIFFERENT
EDUCATIONAL, SOCIAL, ECONOMIC, RELIGIOUS

