Co-funded by the
Erasmus+ Programme
of the European Union



HANDBOOK of Best practices
for the Entrepreneurial education of NEETs

Agreement n. 2020-3-IT03-KA205-020532

Authors:

1. Associazione Let's Keep Learning, Applicant organisation (Italy)
2. Aidejoven (Spain)
3. Društvo za izobraževanje in socialni razvoj (Slovenia)
4. Fundacja proFesjonalni Aktywni Qlturalni Mlodzi (Poland)
5. Foxpopuli (Sweden)

Table of content

INTODUCTION 3

1. About the ENT4NEET project 3

2. Partners in project ENT4NEET 5

3. Research on most demanded soft skills for enhancing the entrepreneurial mind-set among NEET . 6

3.1 Introduction 6

3.2 8

The chart below shows three main sectors represented by each country. 8

3.3 Skills and competencies 10

4. Tools, techniques and approaches boosting the entrepreneurial competence among youngsters 13

LKL **BEST PRACTICE #1 TITLE: INSIGHTS DISCOVERY** 14

LKL **BEST PRACTICE #2 TITLE: ROLE-MODELS** 15

Disora **BEST PRACTICE #3 TITLE: WE! -Youth Incubator** 17

Disora **BEST PRACTICE #4 TITLE: SKILLS UP** 18

AIDEJOVEN **BEST PRACTICE #5 TITLE: ESCAPE ROOM** 20

AIDE JOVEN **BEST PRACTICE #6 TITLE: HACKATHON** 21

FAQM **BEST PRACTICE #7 TITLE: Skills audit** 23

FaQM BEST PRACTICE #8 TITLE: Space for development! 24

Fox popoli **BEST PRACTICE #9 TITLE:** "Game4U" 26

Fox populi **BEST PRACTICE #10 TITLE:** Let´s Guide 28

5. Spain 31

7. Conclusion 44

5. Spain

6. Conclusion

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

INTODUCTION

This handbook is the tool designed for teachers, educators and trainers in the Youth field and contains:

- the results of the research about the soft skills demanded by the business world (in English), namely the country reports' highlights;

- a set of guidelines for innovative and multimedia training in the field of entrepreneurship education, in particular the social one;

- the most innovative practices made available by the project partners during the LTTA/C1.

1. About the ENT4NEET project

The project is supported under the Erasmus+ Key Action 2 **Strategic Partnerships in the field of Youth**.

The ENT4NEET project seeks to stimulate entrepreneurship and communication skills, integration and active citizenship of young people, especially NEETs and those affected by other economic/social/cultural/geographical disadvantages, by enriching youth workers' toolkit via an education and training model likely to be easily replicated and transferred to different economic sectors and territories.

Unemployment, especially youth unemployment, is one of the major challenges of contemporary Europe in a constantly changing Labor market: statistical data show that in Europe as many as seventy million people do not have adequate basic and transversal skills. The 8 Key Competences, which Europe conceives as a basis for lifelong learning, define a set of knowledge, skills and attitudes that individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

Among these, the spirit of entrepreneurship (understood as an entrepreneurial mind-set) plays a fundamental role in the greater employability of young people and adults, but at the same time communication in foreign languages, digital competence, learning to learn, social competence and

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

civic, or mobility education, represent another fundamental requirement in the scenario of the European Labour market.

Young Europeans, especially those at risk of marginalization, in conditions of social or economic disadvantage, often perceive themselves as without the power of personal development and suffer from a low level of self-esteem in managing their training, life situations and work. These premises, common to all the organizations involved in the proposal, have created the need to learn and adopt innovative practices for entrepreneurship education, improving the training offer aimed at young people between 18 and 29 years old.

The project promotes the **exchange of good practices** between teachers and trainers in the sense of creating new approaches to the training path that help improve youngsters' skills and stimulate their motivation to learn. We therefore intend to offer this target the opportunity to enhance basic, personal, social and organizational skills.

Ent4Neet intends to implement an exchange of good practices between youth organizations to implement a pilot course accompanied by a manual (so-called Handbook) addressed to youth workers who at various levels are involved in the education of young people. The intent is to stimulate entrepreneurship and communication skills, integration and active citizenship of young people, especially Neet, including those in conditions of economic / social / cultural disadvantage, by proposing a model that can be replicated and transferred to various sectoral and geographical realities.

The impact of the project will also be visible thanks to the statistical surveys on the sample of beneficiaries even after the end of the project. The project will continue to produce results beyond its end. Its sustainability is intrinsic since it is a project intended to enhance key competences and training standards regarding the training modules and teaching.

The innovation of Ent4Neet is

- in wanting to focus on the competence of Entrepreneurship understood as a mindset and composed of team working skills, problem solving, adaptation, initiative, autonomy (also in learning and self-empowerment), leadership, communication, through innovative teaching approaches that favor the integration of students at risk of marginalization through interventions that aim to raise and enhance the personal and social qualities of people; the C1 and C2 and the pilot courses aim to multiply the accessibility of training content that foster interaction processes; these methodological diversifications necessary within a non-formal

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

training context require a significant systemic reorganization of education that includes "modular" and "customizable" paths as well as the structuring of an efficient and effective "communication network" between different learning and between different subjects, suppliers or users of the service

- in the use of methodologies that involve young people in experiences outside the classroom and put them in contact with the real world (pilot course and C2)
- in the involvement of partners active in the corporate sector and / or in close correlation with the WOW as a factor of innovation and strategic importance, a bridge between the world of civil society, training and education on the one hand and that of the WOW from other
- in the extensive use of digital and web tools, which will play an important role in reporting, sharing and disseminating project activities and results: the storage of the work done on digital databases and subsequent sharing via the web
- in the use of dynamic-relational activations (e.g. Insight Discovery) which represent the tools to stimulate people to acquire self-knowledge, to learn to adapt and to get in tune with others by improving communication skills and relationships, developing interpersonal skills and building better opportunities for integration into the WOW.

To achieve effective entrepreneurship education, teaching and learning methods must be appropriate; classroom lessons must be combined with the practical dimension also at European level such as Erasmus + for training internships abroad or for volunteering periods abroad such as EVS.
The interdisciplinary and international elements present in teaching and WBL -work-based learning- are all important elements in entrepreneurship education, but they must be carefully planned and prepared because experiential approaches must be integrated into the basic training of youth workers.

The new teaching methods and multidisciplinary content present challenges both for youth workers and for the organizations to which they belong: the "training of trainers" requires a real and heartfelt commitment to the professional development of trainers and the improvement of the curriculum of organizations youth.

2. Partners in project ENT4NEET

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

The Handbook presents the five organisations that take part in the project.

1. Associazione Let's Keep Learning (Italy)- is the coordinator of the project. They are social promotion association based in Vasto – Abruzzo Region – and specialized in care, assistance and socio-economic inclusion of vulnerable people, namely youngsters and children

2. Aidejoven (Spain)

NGO promoting equality among people and non-discrimination, as well as sustainable development. The organization is an accredited training centre for the Community of Madrid

3. Drustvo za izobrazevanje in socialni razvoj (Slovenia)

NGO, seeking to promote entrepreneurship and the whole range of basic skills among people, as well as active citizenship.

4. Fundacja proFesjonalni Aktywni Qlturalni Mlodzi (Poland)

Foundation aiming to inspire and support the global development of all groups of people, with a focus on vulnerable ones, mainly young people having learning difficulties and disabilities.

5. Foxpopuli (Sweden)

based in Eslov, the organization holds a sound expertise in international youth projects conceived as a means to promote entrepreneurial values and creativity.

3. Research on most demanded soft skills for enhancing the entrepreneurial mind-set among NEET

3.1 Introduction

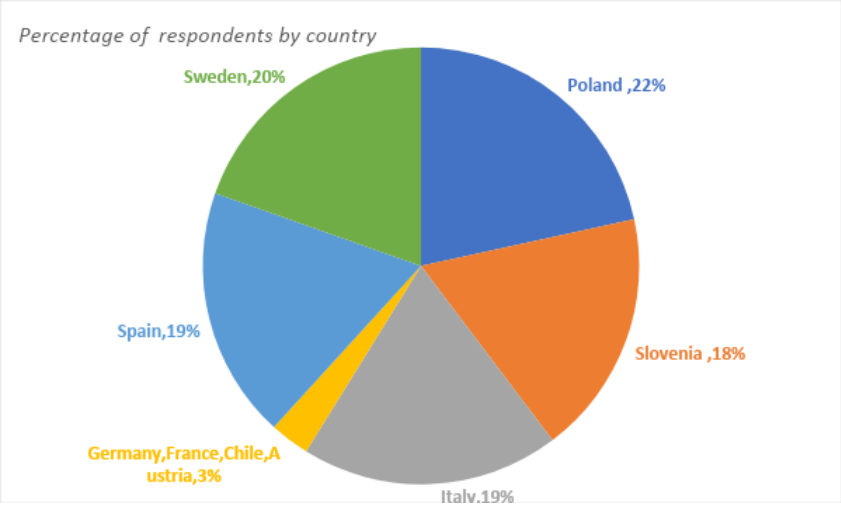
This is a report on soft skills desired on the labour market. The research was conducted within the international project "Ent4NEET – Entrepreneurial Education for NEET" from August 2021 until March 2022. The research was carried out by the following organisations: Let's Keep Learning OLNUS Association (Italy), Aidejoven Association (Spain), Drustvo za izobrazevanje in socialni razvoj (Slovenia), Fundacja proFesjonalni Aktywni Qlturalni Mlodzi (Poland) and FOXPOPULI (Sweden). This report is the

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

summary of data collected and summarised in local report by each partner country taking part in the project.

The questionnaire is divied in 3 sections. The first one refers to professional profile of the responders, the second one focus on the organisation and local labour market and the third one concentrates on the skills and competencies needed at work.

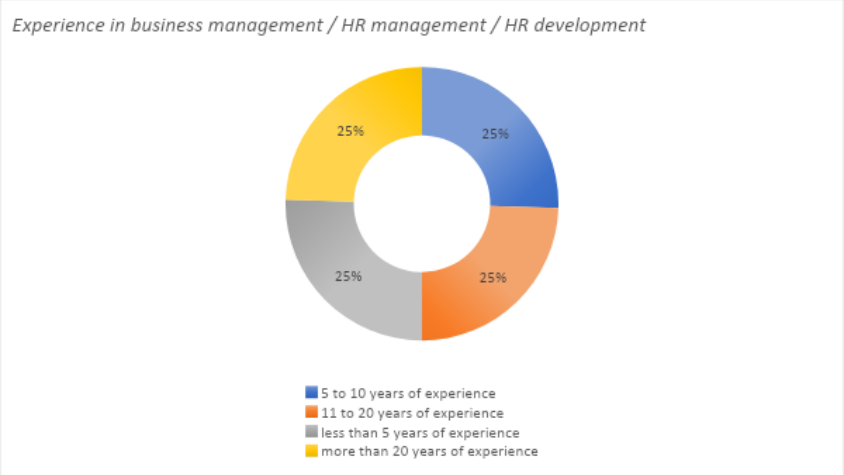
In the online survey participated 204 people representing the following groups of professionals: entrepreneurs, company managers, human resources experts and labour market experts.



Responders

In terms of professional experience in business management / HR management / HR the interviewees represent equally four groups of professionals: active from 11-20 years, 5-10 years of experience, more than 20 years of experience and less than 5 years of experience.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

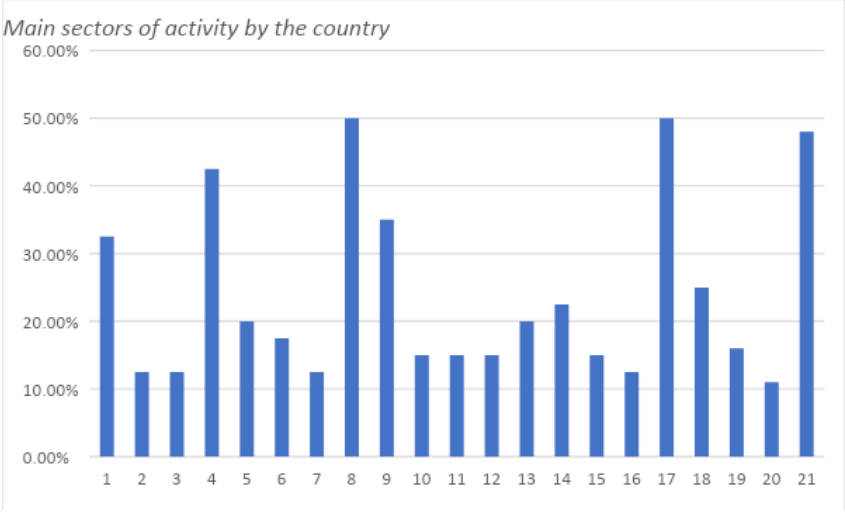


Additionally, 46% of the responders have experience in social or professional integration of NEETs. The chart below shows the experience divides by age group of NEET.

3.2 Organisation and local labour market

The main sectors of activity of the organizations represented by the responders in countries taking part in this survey are: education and training, industry, trade, handcrafts, third sector, welfare, other tertiary sector services.

The chart below shows three main sectors represented by each country.



Other sectors of activity represented by the responders:

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

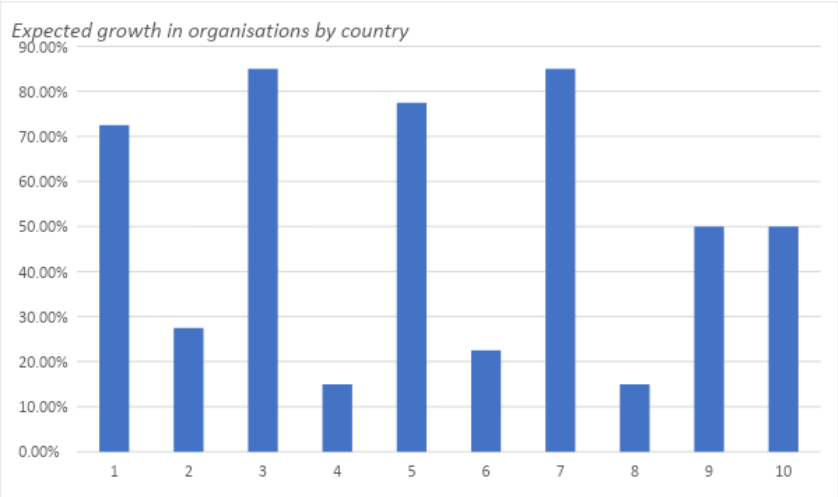


Depending on the country the dominated operational level of the interviewed professionals is different. In Poland (41%) and Spain (45%) most of them represent national level, in Sweden (55%) local level, in Slovenia (42,5%) international level while in Italy (37,5%) equally regional and international level.

In all countries is expected a growth / expansion / sound innovation in organizations in the next 3-5 years. It is well reflected in the common foreseen of an increase of human resources in the organizations in the next 12 months what can be seen on the charts below.



"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"



The responders expect to strengthen mostly the following departments by hiring new personel. Starting from the most needed department in each country:

- In Slovenia: marketing, research and development, HR management, production/technical,
- In Sweden: research and development, HR management, production/technical,
- In Poland: research and development, accounting and finance, production and technology,
- In Spain: production and technology, HR management, research and development and marketing,
- In Italy: marketing, management, production/technical.

3.3 Skills and competencies

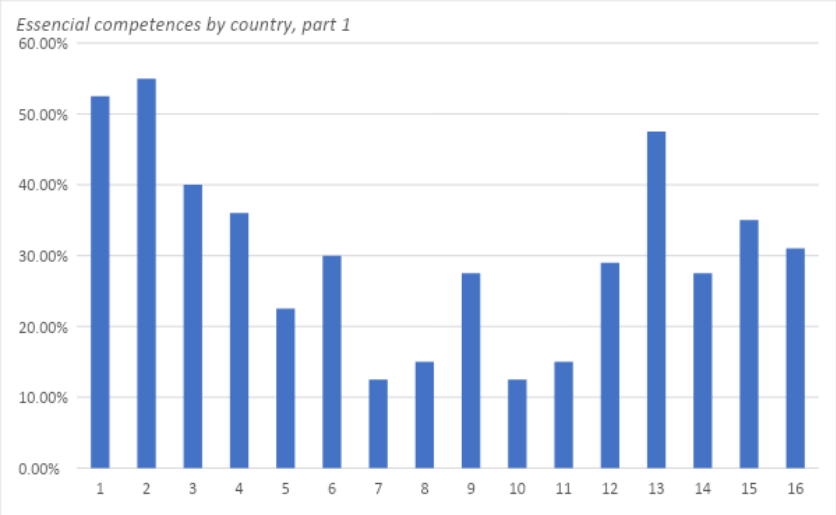
The following specific professional roles, competencies and skills the interviewees would need in the future within their organizations:

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

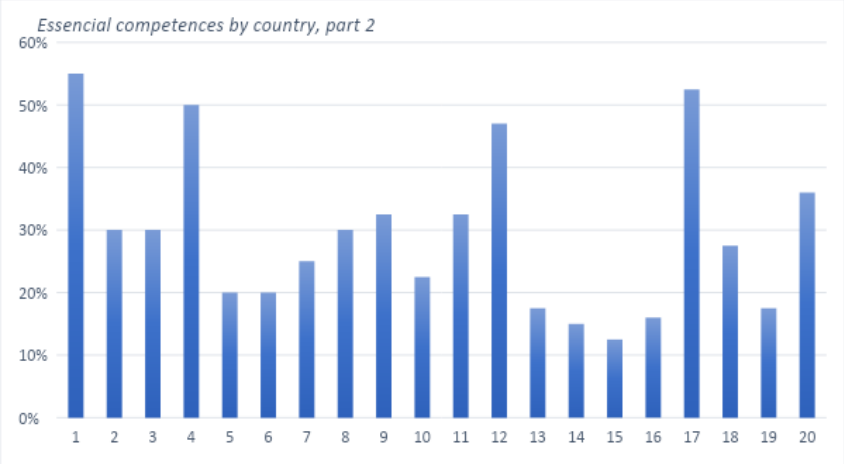


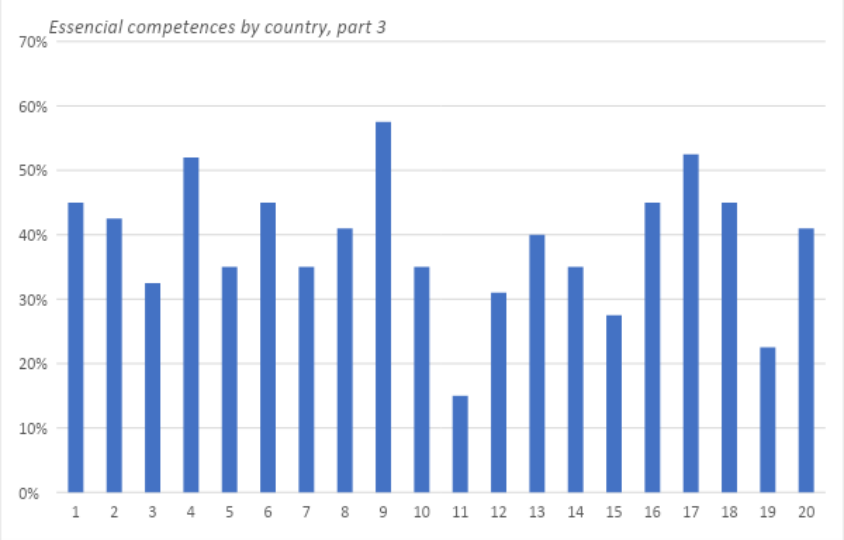
The most seeking age group when evaluating candidates' applications in all the countries is 26-35 years old (answers: 50% in Poland and Spain, 72,5% in Italy, 75% in Slovenia and 82,5% in Sweden). Also, in Sweden 85,5% indicated the age group 21-25 years old as even more desirable but in other countries the interest in this and other age groups is much smaller.

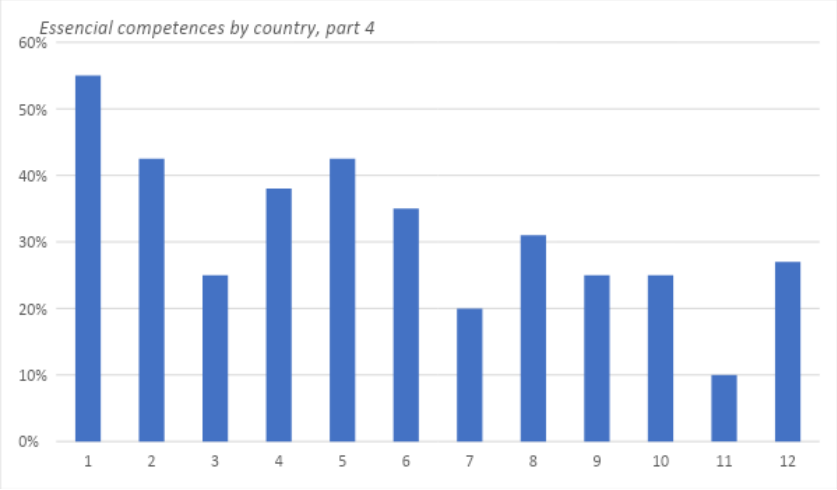
The charts below shows the percentage of answers pointing that attitudes and skills of candidates, in the context of introducing innovations in the company/local labour market (until 2030), are recognised as the most essential in the country:



"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"







"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

The interviewees in all the countries agreed that they mostly use job interview to measure the skills and competences mentioned above.

In terms of preferable methods to improve an employee's skills all the methods from the list such as: teamwork, in-service practice, self-learning, volunteering, formal training, internship were pointed by majority as essential or very important.

Self-entrepreneurial experiences in the candidate's background is mostly considered as important with positive impact on the employment process.

4. Tools, techniques and approaches boosting the entrepreneurial competence among youngsters

In this chapter 10 best practice examples for fostering entrepreneurial competence of NEETs are presented. Each project partner contributed two best practices used in their country.

Gathering, selection and testing of the tools, techniques and approaches

Each project partner was tasked with finding 2 tested or new and innovative approaches to fostering entrepreneurial skills and spirit of NEETs. In some cases the partners were able to contribute approaches that they themselves are using in their regular work with the NEETs and in others they searched for suitable examples in the practices of institutions dedicated to working with the NEETs.

To share, compare and test the collected best practices we first organised a Short-term staff training event. A group of 19 youth workers from 5 partner countries (Associazione Let's Keep Learning Onlus, Italy, AIDEJOVEN, Spain, Fundacja proFesjonalni Aktywni Qlturalni Mlodzi, Poland, Društvo DISORA, Slovenia) participated in an event in Eslöv, Sweden from 4th to 8th of July 2022.

The aim of the training was to present, discuss and, most of all, try out best practice examples on the topic of fostering entrepreneurial skills and mindset in NEETS.

On each of the 5 working days one of the partners first presented best practice examples from their country and then tried out some practical activities in a group setting. Methods like teamwork, group presentation and problem solving were used to great effect, all in the context of entrepreneurship.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

It was very important and beneficial for the participating youth workers to explore and practically try out various best practices. All participants gained new skills and knowledge to better foster entrepreneurial mindset in NETTS and grew as professionals as the result.

The training was also a part of the preparation for the C2 – Blended mobility of young people that took place in Madrid, Spain in January 2023. The training gave everybody a strong foundation to select and prepare the NEETS who participated in the activity, to later evaluate the selected best practices and to create practical tips and guidelines on how to use them most effectively when working with NEETS (See chapter 6).

Presentation of best practice examples

LKL BEST PRACTICE #1 TITLE: INSIGHTS DISCOVERY

Photo / logo



FOCUS

The model seeks to strengthen employees, youth workers', teams and leaders' soft skills in terms of reflective leadership and the teamwork leveraging on the power that self-awareness has in transforming organisations towards business success and, in general, workers' professional wellbeing.

Target group:	Employees, teams and leaders regardless of the business type

Objectives

The organization was launched 20 years ago in Scotland from the idea of co-founders Andi and Andy Lothian, father and son.

The Insights Discovery model is rooted in the knowledge and extensive psychological research of Dr. Carl Jung, a Swiss psychologist, and one of his principal students, Dr. Jolande Jacobi. The Jungian model describes four main styles of behaviour observable in their unique form of dominance, which in the language of Insights Discovery become four main colours, each of which can be traced back to one of the four behavioural styles. The frequency and intensity of these "colours" are measured by the Insights Discovery Evaluator, a questionnaire containing 25 questions from which the individual Insights Discovery Profile is subsequently processed.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Leaders usually apply a standardised approach regardless of their team composition. The idea here is rather to let professionals discover their "personal styles" in order to benefit the organisations in terms of employees' engagement, productivity, teamwork, customer retention, as well as a better leadership.

Methodology

Launched in Scotland, the model's presence is now well established in the world. The approach takes place via different solutions addressing specific organisational dimensions: teamwork, leadership development, employee engagement, sales and service, change management.

The transversal idea is that, when people are able to truly understand themselves, the potential of their organization is maximized. People can only make the most of the strengths they already have, and they can find ways to address challenges if they really can identify them. When people are able to honestly examine their personal style, they ask themselves critical questions such as: "What kind of leader am I and how can I improve?" or "Why do I react so vigorously to change and how can I accept what is happening and focus on the task at hand?" or "Why am I always in conflict with my colleague and what commonalities exist between us?".

Impact

To date, over six million people have had the opportunity to experience Insights Discovery. Insights Discovery has been validated by the British Psychological Society. Further info from case histories: https://www.insights.com/it/casi-di-studio/

Conclusion

A people-centred approach is always a good idea: it makes it possible to achieve genuine business breakthroughs by increasing the self-understanding of each individual, team, and leader. The organization benefit thus from long-term improvements in terms of engagement, productivity, teamwork, customer retention, and leadership.

Website of the model: www.insights.com

Contact: office@insightsworld.ch

Organisation: The Insights Group Ltd, Scotland

LKL BEST PRACTICE #2 TITLE: ROLE-MODELS

Photo / logo

NA

FOCUS

Role models can influence young people to choose an entrepreneurial career, and the stronger the identification with role models the greater the influence.

Target group:	Young people

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Objectives

In the past decades, entrepreneurship has become increasingly prominent in reducing youth unemployment, improving financial stability and promoting economic development. Many studies show that entrepreneurship education contributes to people's entrepreneurial intentions and reinforces their entrepreneurial activities. The Role models' approach is functional in this sense.

A role model is a common reference to individuals who set examples to be emulated by others and who may stimulate or inspire other individuals to make certain (career) decisions and achieve certain goals.

Many entrepreneurs claim that their business start-up decision and the development of their business have been influenced by others, meaning that role models' role is highly valued both before and after the start-up of the entrepreneurs' companies.

This approach is of utmost importance when it comes to enhancing young people's entrepreneurial mindset, this is why potential role models (parents, local entrepreneurs, teachers/trainers) should be aware about their potential influence on youngsters in co-shaping their future career.

Methodology

The term 'role model' draws on two prominent theoretical constructs: the concept of role and the tendency of individuals to identify with other people; and the concept of modelling, the psychological matching of cognitive skills and patterns of behaviour between a person and an observing individual. This implies that individuals are attracted to role models who are perceived to be similar in terms of:

- their characteristics, behaviour or goals (the role aspect),
- and from whom they are able to learn certain abilities or skills (the model aspect).

Here some practical tips for successful role models:

- show youngsters relevant expertise and knowledge, without exalting yourself;
- show enthusiasm for your activity, without hiding difficulties and failures encountered along the path;
- show a respectful attitude, reflective listening and empathy;
- enhance young people's attitude to invest in themselves, and in others;
- be ready to provide honest and direct feedback, as well as to be young people's sponsor.

Impact

Entrepreneurial role models may achieve multiple interrelated impacts:

- inspiration and motivation (i.e. the role model creates awareness and motivates people to get started),
- increasing self-efficacy (i.e. the role model makes people confident that they too can achieve a certain goal),
- learning by example (i.e. the role model provides guidelines for action), and
- learning by support (i.e. the role model provides hands-on support or advice).

Conclusion

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Role models (parents, entrepreneurs, teachers/trainers…) confirm the theory that entrepreneurial skills can be learned, and that this acquisition happens through the meeting with a productive entrepreneurial ecosystem. They show that (entrepreneurial) success is achievable, as well as that it is possible to learn from failure.
Useful references: ○ https://eng.ffe-ye.dk/media/785765/how-can-role-models-influence-young-people-to-choose-an-entrepreneurial-career.pdf ○ https://papers.tinbergen.nl/11061.pdf ○ https://www.salto-youth.net/tools/otlas-partner-finding/download/7149/Erasmus%20_Project_Results_MYS.pdf ○ https://artestoscana.com/en/progetti-artes/belikeyou-storytelling-on-entrepreneur-role-models-for-young-europeans/ ○ https://www.belikeyou.eu/
Contact person: NA Organisation: NA

Disora BEST PRACTICE #3 TITLE: WE! -Youth Incubator

Photo / logo	
FOCUS **With the WE!-Youth Incubator (MI!-Mladinski incubator) project, we offer young jobseekers a range of different training courses to strengthen their skills and competences and increase their employability. The training courses are divided into several strands: basics of youth work, international youth work, project work, digital youth work and experiential youth work (group dynamics methods and experiential pedagogy).**	
Target group:	**young unemployed jobseekers who have or have not completed their education**
Objectives The objective of the call for proposals was to integrate young people into the labour market through innovative projects, thereby strengthening their employability and active citizenship. This encouraged youth centres to implement innovative forms of youth work to tackle youth unemployment, training and empowerment.	

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Youth organisations have thus provided training for young people in a wide range of jobs and professions that will help them on their career paths, highlighting the importance of the youth sector in this field and reaching out to young people.

Impact

At the end of the workshops the participants:

- will be able to evaluate the knowledge already acquired as competences; and
- design their own learning plan to strengthen the desired competences,
- be familiar with the terminology of youth work, education and social work,
- have experience in implementing team-building activities and youth work,
- be informed about the National Vocational Qualification - Youth Worker and the procedures for obtaining it,
- be familiar with international youth work, project work and group work,
- see examples of well-written youth projects and project work,
- have experience of writing a project for the Erasmus+ Youth in Action programme,
- be able to carry out a promotional campaign and public relations - PR,
- have a greater awareness of themselves and their emotions when working with vulnerable groups,
- form a network of young people for further cooperation,
- be confident in public speaking and in designing the content for different workshops; and
- be more active in youth, education and social work.

Conclusion

In the project WE! - Youth Incubator, young people strengthened their competences for greater employability, as the youth sector is aware that young people need additional skills to enter the labour market, which they acquire through non-formal education, and that youth centres are spaces that offer young people opportunities for participation and participation in society.

During the project period, 88 participants were involved in the activities and a total of 360 hours of workshops were delivered. The impact indicator was reached by 40 people and the result indicator by 14 people. This means that 40 of them attended our trainings for at least 90 hours and 14 of them got a job after the trainings.

Website of the model: https://mkc.si/mi-mladinski-inkubator

Contact: doris.spurej@mkc.si

Organisation: MKC Maribor (Youth Cultural Centre Maribor)

Disora BEST PRACTICE #4 TITLE: SKILLS UP

Photo / logo

FOCUS - What makes this approach/methodology/tool a good practice/inspiring example?

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Results of the SkillsUp project promote initiative and discovery through self-learning. They encourage users to delve deeper into soft skills and attitudes needed for entrepreneurship or employment. They also offer an approachable life philosophy for personal growth and improvement.

Target group:	Unemployed, NEET, vulnerable target groups

Objectives: Who and when initiated this service/practices? What are the main aims and needs?

This service is a product of an international project partnership made up of partners from Slovakia, Czech Republic, Greece and Slovenia. The aim of the project was to improve the quality of adult education in career counselling, and give individuals the necessary tools to improve their soft skills and attitudes needed in the job market.

Methodology:

SkillsUp results can be used individually, in group settings or by career counsellors and others working with unemployed individuals. They are freely available on-line so they can be accessed by anyone from any place provided there is internet connection. They are available in 5 languages, Slovak, Czech, Slovenian, Greek and English. Limitations are in limited number of languages available and in the fact that some parts of the tools are tailored to the project partner countries. Key success factors can be attributed to the succinct presentation of key soft skills and attitudes that are universally transferable to any situation or locality. Replication can simply be done by using the tools as needed or pointing them out to potential users.

Impact: What are the main outcomes and results? How many individuals are addressed so far and in which way? How is quality measured and ensured? (If possible, please include testimonies from learners/ participants)

The implementation of the project has led to the following results:

The main autcomes and results are freely available tools and sources for improvement of key soft skills needed in the job market, including the field of intrepreneurship. As the results are freely available on-line it is impossible to say how many youngindividuals they addressed but the potential for high numbers is there.

Conclusion: What are the main benefits the practice provided to your organization? What would be your most important advice for other like-minded organisations willing to transfer it to their contexts? What would you do differently

The main benefit for DISORA is the option of having these tools available for our member, learners and all who wish to work on their key soft skills in light of improving their employability and entrepreneurship potential. We would encourage like-minded organizations to freely use the project results anytime they focus on soft skills for employability/entrepreneurship and to help their learners regarding linguistic obstacles and with the interpretation of personality test and with understanding certain terminology connected to learning materials about soft skills.

Website of the practice/tool or any other useful reference: https://www.skills-up.eu/

Contact person: name – Ivan Močnik, ivan.disora@gmail.com

Organisation: name, country, Društvo DISORA, Slovenia

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

AIDEJOVEN BEST PRACTICE #5 TITLE: ESCAPE ROOM



FOCUS - What makes this approach/methodology/tool a good practice/inspiring example?

The objective of the HACKATHON will be to design and develop technology-based prototypes to solve a problem related to one of the 17 Sustainable Development Goals (SDGs) set by the EU.

Target group:	Higher Education Students

Objectives: Who and when this service/practices were initiated? What are the main aims and needs?

AIDE Joven together with IES Pío Baroja carried out this internship on May 19. The main objectives of this practice are:

- To develop the personal skills of the students of Higher Education through the SWOT technique.
- Identify personal, social and work skills through the dynamics of the Escape Room.
- Promote actions that involve getting out of your comfort zone.

This activity was born from the interest that arises in transferring the importance of skills in terms of employment, in this case, focusing on the entrepreneurship days to which we were invited as employment techniques.

Methodology: How does the approach take place? On what level is it implemented (local, regional, national, international)? What kind of provisions have been made? What are the main strengths, challenges and potential limitations of the service/ approach? What are the key success factors, resources and requirements needed to replicate this approach in other organisations?

An escape room is a physical and mental adventure game that consists of locking a group of players in a room, whose main objective is to solve the problems that arise in order to get out of the room.

In this case, they would not have to get out of any place, but they will have to manage to open a box, which will be closed with a three-digit padlock.

These numbers are equivalent to each skill: personal, social and work skills. To do this, they will be presented with several situations in which they will have to detect these skills.

The main advantage of this activity is that it can be developed at local, regional, national or international level, as well as for students of any level, since the tests can be modified and adapted. In addition, you can use the resources available to you at the time to carry out the activity.

With the escape room, students, will mainly develop a good teamwork, also encouraging fellowship.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

The main requirement would be to have a large number of participants, so that the activity is more dynamic. For this, it will have to be carried out in large groups.

Impact: What are the main outcomes and results? How many individuals are addressed so far and in which way? How is quality measured and ensured? (If possible, please include testimonies from learners/ participants)

This activity was carried out in two different groups of 25 students respectively.

In general, the impact was very positive, since we focused it on the work environment, due to the fact that it was their last year of higher degree in early childhood education.

At the end of the activity, they made an evaluation, all of which were very positive. We highlight one of them, in which they asked us to come back to do this activity again.

Conclusion: What are the main benefits the practice provided to your organisation? What would be your most important advice for other like-minded organisations willing to transfer it to their contexts? What would you do differently?

The main benefit of this good practice is to acquire personal knowledge, detecting your skills, and all this through a fun and dynamic activity. In addition, it fosters companionship and teamwork, which is essential in any work environment.

Therefore, from AIDE Joven, as advice, we tell you that if you are going to do this good practice, approach it from learning and fun.

Website of the practice/tool or any other useful reference: https://impulsatufuturo.wordpress.com/2022/05/20/tal de-habilidades-sociales-personales-y-laborales-en-el-ies-pio-baroja/

Contact person: AIDE Joven's employment orientation department.

Organisation: AIDE JOVEN (Madrid, Spain)

https://www.aidejoven.org/

AIDE JOVEN BEST PRACTICE #6 TITLE: HACKATHON

FOCUS

The objective of the HACKATHON will be to design and develop technology-based prototypes to solve a problem related to one of the 17 Sustainable Development Goals (SDGs) set by the EU.

Target group:	Higher Education Students

Objectives: Who and when initiated this service/practices? What are the main aims and needs?

AIDEJOVEN together with IES Jimena Méndez Pidal, IES Salvador Allende and IES Santa Engracia initiated this practice in 2021. The main aims of the practice are:

- Developing entrepreneurial and digital skills in European Higher Education students.
- Promote the participation of Higher Education students in a project at European level.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

- Promote the development of the prototypes created by connecting the creators with other possible sources of financing.

This activity responds to different necessities. On one hand, the necessity of developing entrepreneurial and digital skills of the students with the objective of improving their employment possibilities and, on the other hand, it responds to the companies' necessity of finding workers with specific skills.

Methodology: How does the approach take place? On what level is it implemented (local, regional, national, international)? What kind of provisions have been made? What are the main strengths, challenges and potential limitations of the service/ approach? What are the key success factors, resources and requirements needed to replicate this approach in other organisations?

The Hackathons consists of a competition between groups of students that have 72 hours to design and develop technology-based prototypes to solve a problem related to one of the 17 Sustainable Development Goals (SDGs) set by the EU. This event can be implemented on a local, regional, national or international level. One possibility is to realise different phases with different levels (first local, secondly regional, national…).

The main strengths of the project is to provide the opportunity to put a big number of people in contact (companies, students, teachers, organisations…) With the Hackathon event, the students have the opportunity to develop and show their skills so they will have more opportunities to work in different companies or find economic resources so that the student's motivation will increase a lot. Moreover, the companies and organisations also will have the opportunity to find workers with the skills that they need.

The limitations of the approach is the big amount of resources that are needed to carry out the event. So the organisation that wants to celebrate a hackathon has to find the participation of other organisations or companies in order to provide the participants all the resources needed to design and develop the prototypes, for example: wifi, audio-visual equipment, sound, 3D printer…

The key requirements needed to replicate this approach are to find many organisations that can provide the different elements needed by the participants to develop their prototypes. For that reason, it is essential to carry out a good dissemination of the project and to provide some kind of benefits to the companies who want to take part in the hackathon. One of the main benefits can be publicity for the companies.

Impact: What are the main outcomes and results? How many individuals are addressed so far and in which way? How is quality measured and ensured? (If possible, please include testimonies from learners/ participants)

8 groups of 4 students took part in the last Hackathon, so 32 students in total. All of them had the opportunity to develop their prototypes, sharing and receiving a lot of different knowledge and new ways of working from their partners and teachers. Moreover, the winners will participate in a final event in which they will be able to present their prototypes. In addition, all the participants will receive a guide with information about the project with all winner prototypes included. Finally, the organisation will work in the future projection of the prototypes helping them to find financiation.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

After the Hackathon event we did an evaluation asking people to answer different questions related to the quality of the activities, the train that they had received, the timetable, the materials…

Conclusion: What are the main benefits the practice provided to your organisation? What would be your most important advice for other like-minded organisations willing to transfer it to their contexts? What would you do differently?

FAQM BEST PRACTICE #7 TITLE: Skills audit

FOCUS **The skills audit identifies and analyses the knowledge, skills and social competences of a person, including his/her aptitudes and motivations, in order to develop a plan for career development or further learning.**	
Target group:	For persons who are not sure of their potential or believe that they need help in determining their further development and for those who want to return to the labour market or retrain.

Objectives:

In Poland, the skills audit method was developed in 2015 and described as part of a project entitled "Developing the national qualifications system – pilot implementation of the national qualifications system and its promotional campaign", conducted by the Educational Research Institute in partnership with the Regional Labour Office in Kraków.

Methodology:

In the course of work with an occupational counsellor, the client has an opportunity to systematise his/her current educational and professional experience, learn about his/her advantages on the labour market, reflect on his/her current professional life and determine further steps he/she should take to ensure himself/herself a better professional position. The diagnostic activities may be accompanied by the documentation of the client's learning outcomes by creating a portfolio.

Stages of the process:

Initial stage: registration of the client and counselling and recruitment interview

Research stage: identifying and documenting competences

Concluding stage: discussion of results and handing over final documents

Final documents:

- Individual Development Plan - a document produced during the skills audit to guide the client's future actions to achieve the adopted development goals. It consists of the following: the agreed objective and scope of the Balance Sheet, goal to achieve in terms of professional

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

development (e.g. employment, change of position, change of job, taking up education or training) together with the forms of learning aimed at such a goal and how far the achievement of the goal is advanced, on a scale from 1 to 10), possible intermediate or alternative goals, a list of actions to be taken in order to reach his/her goals.
- Feedback - a document containing a list of documented learning outcomes and other relevant information for the further development of the client.

Impact:

It helps to prepare a list of competences and a portfolio - evidence of competences collected and described in one place, as well as a detailed development plan with specific steps to be taken in order to achieve a given goal.

Conclusion:

Career counsellors from Regional Labour Office in Krakow have been working with clients using skills audit since 2015 until now.

Skills audit is also one of the labour market qualifications in Integrated Qualification System in Poland,

Website of the practice/tool or any other useful reference:

Organisation: Regional Labour Office in Krakow, Poland

https://kierunek.pociagdokariery.pl/

https://walidacja.ibe.edu.pl/metody/en/validation-methods/skills-audit

https://kwalifikacje.gov.pl/en/k?id_kw=13477

https://mbk.ibe.edu.pl/

FaQM BEST PRACTICE #8 TITLE: Space for development!

Photo / logo

FOCUS

"Space for development! Adapting an integrated career guidance method for young people" is a project prepared by Polish Foundation IMAGO and Finnish partner Spangar Negotiations Co. on an innovative career guidance method.
The project was run in Poland from 2017 to 2018.
The aim of the project was to test, verify and adapt for the NEET group the career guidance method based on the Norman Amundsen hope filled -engagement method.
The products of the project including the reports and tools are available for free for career advisors.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Target group:	NEET, young people

Objectives:

The main purpose of the project was to test and implement the new solution which would allow to increase the effectiveness of the process of career guidance and related labour market services (i.e. internships), by equipping career counsellors and clients with professional advisors and clients in new tools and methods.

Young people who took part in this project participated in a special, individual program of career support that includes:

1. Vocational guidance - establishing an Individual Action Plan (IAP),

2. Psychosocial counselling - strengthening participants' motivation to change their situation

professional, educational and social situation,

3. counsellor/client manager - support and motivation in the implementation of the IAP/development path, support in the process of change in the educational and vocational area, job placement,

4. professional traineeship - to enable the acquisition or supplementation of professional experience

5. vocational training - complementing or acquiring new qualifications and competences.

Methodology:

The project adapts N.E. Amundson's hope filled-engagement (PPW) method to develop counsellors' workshops towards a more comprehensive service for clients and to accompany them in their career development process, i.e. from counselling sessions to gaining employment or continuing education. This method is successfully used by career advisors in Finland and Canada.

Guidance is the process by which other services are defined and selected to enable a person's professional plans to be fulfilled. Therefore, it was decided to test the foreign method in Poland in correlation with internships, in order to be able to more adequately verify its use in the daily practice of national institutions and to verify its impact on a more complete activation process, or package of services being an offer of practically every labour market institution.

There were tested three tools: Circle of Strengths, Circle of Careers and Circle of connections. An additional element was the use of metaphorical cards as a tool for insight and self-knowledge.

Impact:

Participation in the project enabled people from the NEET group to return to the labour market. About 45% people (April 2018) participating in the project have taken up employment or self-employment as a result of receiving support based on the innovative method of counselling.

The participants pointed out the adequacy of the counselling to their needs - people from the NEET group often for the first time reflected on their life as a whole in the context of their career choices.

Conclusion:

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

This method was tested by 18 career advisers and 57 representatives from the NEET group.

Both groups agreed that this approach to career should be used on a daily basis by career consultants.

"Nadzieja i aktywne zaangażowanie w poradnictwie kariery Normana E. Amundsona", Anna Ewa Górka, 2018, https://fundacjaimago.pl/wp-content/uploads/Nadzieja_el_AG.pdf

Website of the practice/tool or any other useful reference:

Organisation: Fundacja Imago, Poland,

Project website: https://fundacjaimago.pl/?projekt=przestrzen-rozwoju-adaptacja-metody-zintegrowaneg doradztwa-rozwoju-kariery-dla-mlodziezy

Fox popoli BEST PRACTICE #9 TITLE: "Game4U"

Photo / logo



FOCUS - What makes this approach/methodology/tool a good practice/inspiring example?

"Game4U" will identify key entrepreneurial and communication competences in general and in relation to different European environments. This will function as a basis for the development of a game-concept designed to train these competences.

Target group:	The target groups/beneficiaries of the games are people with entrepreneurial aspirations but playing the games will also help risk groups (e.g. unemployed people and migrants) to integrate better and faster into the European labour market.

Objectives: Who and when initiated this service/practices? What is the main aim?

Game4U is a consortium of European educational organizations committed to foster this attitude in a fun and challenging way. Using a set of board games, students discover the value of competing and collaborating. Relevant aspects of entrepreneurial processes are simulated and entrepreneurial attitudes are stimulated

Methodology: How does the approach take place? On what level is it implemented (local, regional, national, international)? What kind of provisions have been made? What are the main strengths, challenges and potential limitations of the service/ approach? What are the key success factors, resources and requirements needed to replicate this approach in other organisations?

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

The project with five countries, focuses on the development of an innovative non-formal game simulation education tool to enhance and improve communication skills for youth and through play and practice, teach them basic presentation and communication skills so they can be applied effectively in real life, in particular enhancing their self-confidence in presenting themselves thus increasing their chances of finding and maintaining suitable employment and abilities to communicate in an effective way. In addition, the game will focus on entrepreneurship competences.

It will be an interaction game that makes the social dimension the main element of one's mechanism. In general games which are not competitive can be considered interaction games, where there are no adversaries to beat, but where the goal of the game is essentially merely fun and interaction among the participants.

Impact: What are the main outcomes and results? How many individuals are addressed so far and in which way? How is quality measured and ensured? (If possible, please include testimonies from learners/ participants)

The expected results will provide them with:

- Increased awareness of the importance of speech, language and communication after school and how to make effective presentations as well as learning entrepreneurial competences
- Guidance and support for future reference in effective communication with potential employers
- To teach other youth in schools to embed communication skills learning across the curriculum - a "whole school" approach
- Support at transition times, especially from secondary school to working life
- Involving other young people and seeking their views on the support they need tp seek employment or become an entrepreneur
- Continuing support for young people's communication beyond statutory education.
- Ensuring that children are not left out or left behind because of a difficulty in speaking or communicating
- Making sure that everyone in contact with youth knows how important communication is, what a communication difficulty looks like and what they can do to help
- Train youth workers and trainers/teachers with a new non formal educational game simulation tool

Conclusion: What are the main benefits the practice provided to your organization? What would be your most important advice for other like-minded organisations willing to transfer it to their contexts? What would you do differently?

We believe that the results of the project, the working methodologies based on learning-by-doing, will involve a large number of young people and will stimulate the initiation of new development in gamification. The project aims that more projects will be planned for instance in soft skill competences

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

such as motivation being a key competence and driver in entrepreneurship and spread and increase current and future educational game simulation projects.

The project will certainly have a positive impact on young people involved in entrepreneurship and experience new situationsin real life simulations.

A chance for young people to get trained through non-formal working methodologies and to become leading promoters of further initiatives in game based education for young people.

The acquired know-how will create ”awareness” so that new gamification projects can be structured with improved quality and coherence. All these potential projects will have a European direction thanks to the cooperation of international partners, with the result of promoting an intercultural cooperation. These interconnections among youth, schools, NGO’s, public institutions (labour offices) represent an important chance for sharing information.

To promote entrepreneurship is a strategy worth implementing to reduce unemployment all over Europe.

A stronger, deeper, extended single market is vital for growth and job creation in EU. Moreover, the educational systems don’t focus on professional and practical skills (such as entrepreneurship) and sometimes they are not well linked to the labour market demands. Entrepreneurship is a key driver of EU economy. High majority of jobs are created by small businesses

started by entrepreneurially minded individuals. Recently, people exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedom, higher self-esteem and an overall greater sense of control over their own.

Website of the practice/tool or any other useful reference:

Handbook available; Facebook group

Contact person: name - position, email

Jacob KOBUS, MD, jacobkobus@yahoo.com

Organisation: name, country, website

Foxpopuli, Sweden, www.foxpopuli.org

Fox populi BEST PRACTICE #10 TITLE: Let´s Guide

Photo / logo

“The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein“



Let´s Guide will offer an Online Learning Environment that simulates 10 different entrepreneurial scenarios in which, a potential adult entrepreneurs will play and this means, taking decisions so as to manage a successful and profitable business.

Target group:	Youth and adults

Objectives: Who and when initiated this service/practices? What are the main aims and needs?

Guide project, a strategic partnership between 6 EU countries is financed and supported by the European Commission under the Erasmus+ Program, aims at an innovative on-line training/practical guide in form of interactive learning scenarios simulations for entrepreneurial education based on real-life entrepreneurial stories (storytelling multimedia training content) to further improve the entrepreneurial skills of youth and adult people: unemployed, freelancers in the age of 30-45 with a medium or long work experience, university students, schools and labor offices.

Let´s Guide will also offer a set of innovative learning resources (within the gamified environment) that further supports potential entrepreneurs to take the best decisions their businesses regarding entrepreneurship actions.

The Project supports the following objectives:

To develop basic and transversal entrepreneurial skills, using innovative approaches,
To increase sense of initiative and entrepreneurship among adults,
To promote and enhance internationalization intention throughout entrepreneurs,
to develop European education and training area by strategic use of Information and Communication Technologies (ICT), open
educational resources (OER) within training modules compendium available for wide group of receptors,
To enhance employability and new business creation among European labour market,
To endorse distance online learning and create the proper ground for equal opportunities in education and training.

Methodology: How does the approach take place? On what level is it implemented (local, regional, national, international)? What kind of provisions have been made? What are the main strengths, challenges and potential limitations of the service/ approach? What are the key success factors, resources and requirements needed to replicate this approach in other organisations? Developing, testing and implementing the effectiveness of approaches to promote creativity, entrepreneurial thinking and skills

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

ADULT EDUCATION: Designing and implementing effective provision for enhancing the basic skills and key competences.

Impact: What are the main outcomes and results? How many individuals are addressed so far and in which way? How is quality measured and ensured? (If possible, please include testimonies from learners/ participants)

The general approach to dissemination was in the preparation phase, and the first version of the DP was prepared at the beginning of the project (Month 4). A periodic review with associated update of the DP ensured high quality and adaptation of dissemination activities.

Monitoring of the dissemination activities and evaluation of achievement of results was an ongoing activity from start to finish.

DISSEMINATIONTION INDICATORS:

Number of distributed leaflet TOTAL: 3500

Number of receivers of Newsletters

Min. 1400 (4 issues x min. 50 receivers x 6 partners)

The proof can be tested in the learning tool accessible from the website: http://letsguide.erasmusplus.website/login/index.php

It will become obvious that the tool is innovative and scalable supporting would-be entrepreneurs as well as entrepreneurs across all sections.

Learning tool that applies to all future adult entrepreneurs to become innovative, global and creative.

Learning methodology that fosters entrepreneurial minds and promotes interactions and an exclusive ecosystem of resources, real life stories inspiration, and collaboration opportunities to grow the positive impact of new job creation.

Learning methodology that takes place anytime and anywhere – the Learning Scenarios Simulations On-line tool. The concept that lies behind Interactive Learning Scenarios (ILS) is simple: The Interactive journeys are longer learning objects that employ theme-focused presentation, often in the form of an exploratory game. To captivate the audience by zooming through a story, where the user is called to action and participates in order the story to fold out. The simulation concept revolves around entrepreneurial day-to-day situations and decisions which the player needs to respond to appropriately. Training targets are as follows:

To allow trainees to experiment with different responses to various situations and view the results and consequences of each approach (trial-and-error learning).

To offer opportunity to apply the knowledge presented in the face-to-face seminars in a controlled environment.

To consolidate various items presented in the face-to-face training through audiovisual stimuli and focus-enhancing multimedia techniques.

The previous project Let´s Enterprise! Lifelong Learning Journey further development. Erifo has previously experience in the management this project, that aims to give to senior's new skills to face the ongoing economic changes, specially to encourage employment to develop their creative potentials. The partners

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

have developed an innovative multimedia training course about “spirit of initiative and entrepreneurship” collecting the best stories lives from seniors’ entrepreneurs from 9 different countries. The project also produced an On-Line Guide and videos on YouTube. The potential on further development of this fantastic project gives to Let´s Guide! an opportunity to empower its impact and complement its outcomes with a new innovative way. Let´s Guide wants to go one step further. The creation of ILS will give the partnership a unique opportunity to create an innovative way to involve different disadvantaged target groups.

Explores the concepts of innovation and entrepreneurship and what these new ideas mean for individual organizations, educational systems and society. Let´s Guide! will provide an integrated answer to multiple issues raised by the ENTREPRENEURSHIP 2020 Action Plan, through the creation of a Learning tool that creates an empowering environment where creativity is freed, synergies are fueled, and acting is encouraged. In detail, it will design and produce (I) entrepreneurship profile and real-life stories that can be applied to any education and training classroom and (II) a practical guide in form on learning scenarios, best practices and informational packages for adult entrepreneurs wanting to “go further”. In order to achieve these aims, the proposal will focus on potential adults.

Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?

Conclusion: What are the main benefits the practice provided to your organization? What would be your most important advice for other like-minded organisations willing to transfer it to their contexts? What would you do differently?

Website of the practice/tool or any other useful reference:

http://letsguide.erasmusplus.website/login/index.php

Contact person: Jacob Kobus – jacobkobus@yahoo.com

Organisation: Foxpopuli, Sweden

5. Spain

A short-therm exchange of a group of pupils/C2 was organized by AIDEJOVEN (P2) in Madrid from 19 to 21 January 2023, and involved 16 young people in vulnerable conditions (fewer opportunities, SEN, economic, geographical and/or or cultural) and 5 carers/tutors (1 for each partner), or youth workers who also participated in the other phases of the project.

The overall objective of the C2 activity in Spain was for the young participants to share experiences with each other, based on the training activities implemented in each partner country after the C1 activity organized in Sweden, as well as to develop entrepreneurial skills through hands-on activities, improve intercultural and linguistic competences and develop social skills. The approach and tools previously collected and discussed among the partners during the C1 in Sweden and tested locally within the local events were finally staged with the involvement of young people, with the aim of improving skills and competences transversal outlined in the initial phase of the project, with the

“The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein“

final aim of increasing the entrepreneurial mentality, useful for one's professional and personal development.

6. LESSONS LEARNED

In this chapter we are providing a summary of what we collectively learned during the project activities. This summary is the result of new knowledge gained and shared through participation in the project and previous experiences each partner had working with the NEET youth group.

Presented are our thoughts and suggestions on how to use the collected best practice examples in the most effective way to engage the NEETs and to develop their entrepreneurial mindset.

We grouped the best practice examples into five distinct categories. Provided are the most suitable methods of implementation together with some tips and concepts that should be followed for optimal results.

Best practice category 1: Fostering entrepreneurial skills through gamification and competition[1]

Relevance:

Adding elements of games and competition is a great way to learn and foster positive mind sets about any topic, including entrepreneurship. There are many positive effects to this approach. Some of them are:

- Increased engagement: Playing games increases the student's focus and ability to stay on a topic and learn.

- Increased motivation: Game based learning consists of multiple smaller manageable tasks that students need to complete and each completed task increases their motivation

- Applicability in the real world leads to better skills: Game based learning provides students with a narrative and context and leads to real time experience as the students can better understand how what they learn is applicable in the real world. This also leads to stronger, more useful real world skills.

- Promotion of team building: Games and tasks the students need to complete serve as a reason for them to work together as a team. Team motivation is increased with a real-time feedback about their performance as they complete more and more tasks. In his way positive competition is also encouraged.

[1] The Role Of Gamification In Fostering Learning And Team Cooperation. At: https://www.rebellionresearch.com/the-role-of-gamification-in-fostering-learning-and-team-cooperation. Last acessed on March 24, 2023.; Georgi Teodorov, 6 Ways Gamification Boosts Learning. At: https://elearningindustry.com/6-ways-gamification-boosts-gamified-learning, January 9, 2020. Last accessed on March 24, 2023.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

- Better cognitive development: Playing games and solving puzzles increases cognitive activity and leads to better deduction, reasoning and to more effective learning.

- Knowledge retention: Gamified learning process is a kind of simulation that allows students to assess the skills they learned in a risk-free environment. Together with all the benefits listed above, it improves the ability of students to remember and use what they learned for much longer.

Suggested methodology and approach:

There are many learning activities on the topic of entrepreneurship that can be improved by adding elements of games to them. Here we describe 3 examples that we analysed and practically tested in our project.

- Hackaton

The Hackathons consists of a competition between groups of students that have a limited amount of time (often 72 hours) to design and develop a technology-based prototypes or to solve a specific problem (the problem can be topical, for example related to one of the 17 Sustainable Development Goals (SDGs) set by the EU). An event like this can be implemented on a local, regional, national or international level. One possibility is to realise different phases with different levels (first local, secondly regional, national…).

The main strengths of a hackaton is to provide the opportunity to put a big number of people in contact, not only students from different parts of a country or Europe but also teachers and potential employers. With the Hackathon event, the students have the opportunity to develop and show their skills so they will have more opportunities to work in different companies or find economic resources so that the student's motivation will increase a lot. Moreover, the employers and organisations also will have the opportunity to find workers with the skills that they need.

- Escape room

An escape room is typically a physical and mental adventure game that consists of locking a group of players in a room, whose main objective is to solve the problems that arise in order to get out of the room.

It is also possible to adapt the concept as not everybody has access to an actual escape-room. We adapted the concept so that the players did not have to get out of any place, but they had to manage to open a box, locked with a three-digit padlock.

The digits on a padlock were equivalent to three types of skills: personal, social and work skills. The players were presented with several puzzles that, when solved, helped them to identify these skills. The puzzles promoted teamwork, problem solving and out of the box thinking or creative thinking.

The main advantage of this activity is that it can be developed at local, regional, national or international level, as well as for students of any level, since the tasks or puzzles can be modified and adapted. In addition, you can use the resources available to you at the time to carry out the activity.

- Game4you

Another way to promote gamification, friendly competition and teamwork can be playing entrepreneurial-themed games. One such game is Game4you Presentation Skills game.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

It is an innovative non-formal game and simulation education tool to enhance and improve communication skills for youth and through play and practice, teach them basic presentation and communication skills so they can be applied effectively in real life, in particular enhancing their self-confidence in presenting themselves thus increasing their chances of finding and maintaining suitable employment and abilities to communicate in an effective way. In addition, the game focuses on entrepreneurship competences.

It is an interaction promoting game that makes the social dimension the main element of one's mechanism.

Game4U is an example of an interaction game we tested in our project but there are other games that can be used. In general, games which are not competitive can be considered interaction games, where there are no adversaries to beat, but where the goal of the game is essentially merely fun and interaction among the participants.

Playing the game will result in:

- Increased awareness of the importance of speech, language and communication after school and how to make effective presentations as well as learning entrepreneurial competences
- Guidance and support for future reference in effective communication with potential employers
- Support during transition times, especially from secondary school to working life
- Involving other young people and seeking their views on the support they need to seek employment or become an entrepreneur
- Continuing support for young people's communication beyond statutory education.
- Ensuring that youths and even adults are not left out or left behind because of a difficulty in speaking or communicating

Some tips:

In the case of hackaton be aware that the limitation of the approach can be a big amount of resources that are needed to carry out the event. The organisation that wants to organize a hackathon has to find the participation of other organisations or companies in order to provide the participants all the resources needed to design and develop the prototypes, research problems and form solutions for example: wifi, audio-visual equipment, sound, 3D printer…

Escape rooms should be constructed in a way that is challenging enough but not so hard to be frustrating for the participants. For this, knowing the abilities and interests of your students is essential. When constructing escape room puzzles make sure to test them first to see if there aren't any mistakes present that will prevent the students to solve the room and potentially derail the entire activity. An escape room is a great opportunity to connect the topic of entrepreneurship with other essential skills like problem solving, critical thinking, creativity and team working.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

When it comes to various table top games it is essential to pick the game that incorporates as many entrepreneurial skills as possible. The game should not be too hard for our students so familiarising ourselves with the game beforehand is key. The leader of the activity must know the rules and objectives of the game and must be able to explain them clearly to the participants to avoid misunderstandings.

Generally speaking, when it comes to game-based learning, it is essential to find the balance between the difficulty level, engaging and meaningful content and the ability of the participants to individually contribute to the team effort.

Best practice category 2: Combining entrepreneurial spirit with values that support social responsibility and awareness

Relevance:

Often entrepreneurship and social consciousness seem to be at odds with each other. This is of course only true if we observe the world from the neoliberal perspective. Social and environmental challenges we face today can only be addressed if we reject monetary profit as the only measure of success and become aware of the social, cultural, intellectual and environmental capital we can create with the right skills and mind set.

Entrepreneurship can be much more than simply finding ways to make money. Making youths understand that entrepreneurship can improve the lives of individuals and communities in many different ways should be one of the main priorities of youth workers and all who wish to help them to become more entrepreneurship-minded.

When teaching, motivating and inspiring youths for entrepreneurship, topics like social responsibility, the common good, active citizenship and care for the environment should be prominently featured.

This will not only inspire the youths to adopt positive values and act as responsible and productive members of society, it will also expand their horizons and show them new aspects of entrepreneurship and the possibilities that come with it.

Suggested methodology and approach:

In reality social responsibility and entrepreneurship go very well together. There are many opportunities to promote social responsibility in the context of entrepreneurship. To be able to do this we need to approach entrepreneurship as a flexible concept that does not prioritize maximal financial profits but also seeks to address the needs of other people.

For example, if our entrepreneurship workshop includes information about the Erasmus+ programme, this can motivate the youths to develop a project idea and possibly receive funding to implement a socially beneficial project in the field of active citizenship, education, social care or other areas covered by Erasmus+. This will not only provide them with money for salaries but will also be an opportunity to learn and grow personally while helping others.

In our project we observed the project from Slovenia, titled Mi! – mladinski incubator (We! – Youth incubator). The objective was to integrate young people into the labour market through innovative

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

projects, thereby strengthening their employability and active citizenship. This encouraged youth centres to implement innovative forms of youth work to tackle youth unemployment, training and empowerment.

Youth organisations have thus provided training for young people in a wide range of jobs and professions that will help them on their career paths, highlighting the importance of the youth sector in this field and reaching out to young people.

At the end of the workshops the participants:

- will be able to evaluate the knowledge already acquired as competences; and
- will design their own learning plan to strengthen the desired competences,
- be familiar with the terminology of youth work, education and social work,
- have experience in implementing team-building activities and youth work,
- be informed about the National Vocational Qualification - Youth Worker and the procedures for obtaining it,
- be familiar with international youth work, project work and group work,
- see examples of well-written youth projects and project work,
- have experience of writing a project for the Erasmus+ Youth in Action programme,
- be able to carry out a promotional campaign and public relations - PR,
- have a greater awareness of themselves and their emotions when working with vulnerable groups,
- form a network of young people for further cooperation,
- be confident in public speaking and in designing the content for different workshops; and
- be more active in youth, education and social work.

Website of the model: https://mkc.si/mi-mladinski-inkubator

Some tips:

Perhaps the most important step towards a more socially responsible entrepreneurial practices is **making social responsibility an accepted social norm**. The youths will accept social responsibility quicker if they see that other people are practicing it, too. This can be achieved by:

- presenting as many examples of socially responsible entrepreneurship and behaviour in general as possible

- presenting examples of social responsible actions from local environment that the youths feel a connection with

- presenting statistics like for example “in the last decade the number of socially responsible businesses in our country increased by 22 %”

Examples like this help normalize socially responsible actions.

“The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein“

Another goal should be to **clearly show the benefits of socially responsible entrepreneurship**. It is important for future entrepreneurs to understand why social responsibility in entrepreneurship is a good thing. This can be achieved by:

- presenting and explaining positive impacts that practices like paying taxes, engaging in fair trade, promoting diversity, equality and inclusion or reducing the carbon footprint have in the real world

- compare the effects of socially responsible practices against socially irresponsible ones to show the contrast between them and between the effects they produce in the real world

Emphasize the right values. Social engagement and action rely heavily on the right set of values. Promote values such as ***justice, cooperation, fairness, the common good*** any chance you have. This can be done also with the help of role models which we describe next. Fostering positive values is especially important with young people like NEETs as it will shape them not only as entrepreneurs but also as individuals.

Don't neglect the financial benefits. It is also important not to put focus only on social responsibility as this can demotivate youths to become entrepreneurial. Financial motives are important and completely legitimate but they should be presented realistically and together with other important goals that a responsible entrepreneur should follow.

Best practice category 3: Using role models to foster entrepreneurial mind set

Relevance:

Role models are commonly cited as an inspiration by many successful entrepreneurs. Using role models as teachers and motivators is not new and is a common practice in formal and informal education.

Role models are effective because people have a tendency to look up to people they see as successful, especially if they can identify with them in some way. Like coming from the same background, being disadvantaged in some way at some point in life etc. People will try to imitate their role model in behaviour, external appearance, pursuit of goals, values they aspire to and more.

Role models have a special significance for young people who are still searching for their identity and their life's calling. This makes them more receptive to what the role model has to say and show them but it also puts more responsibility on the role model to be a positive influence on the youths.

Suggested methodology and approach:

There are several methods available for youth work activities involving role models. Here we present some that can be very effective to convey the skills, knowledge and values that a role model brings to the table

- Group presentation and discussion

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Perhaps the most traditional method. It gives the role model an opportunity to present themselves and the NEETs a chance to ask specific questions and discuss topics in more detail. It is best for role models who do a lot of speaking and presentations in their professional life and effective if the role model is in contact with the NEETS only once because it can convey a lot of information in a group setting. This method is also good for the presentation of the role model's values, philosophy and motivations.

- Workshop

A workshop is more practical. It is a good method when the role model is there to involve the NEETS directly by working on a specific result. In the context of entrepreneurship this can be a simple business idea and an elevator pitch.

- Project work

Project work is a longer version of a workshop activity that can go on for weeks or even months. The role model can take on a role of a mentor in the area of entrepreneurship. It is a great opportunity for role models to engage the NEETs on a deeper level and to guide them through a longer and more complex activity with a specific goal. Perhaps a more detailed business plan that produces a simple commercial product, like a visually interesting t-shirt, that can be sold and the profits donated for a relevant social cause. In this way the NEETs can learn and execute all the steps in this process under the leadership of a role model while contributing to a better society at the same time.

- Job shadowing

If the situation allows it - let's say that the role model is an entrepreneur with a successful business – job shadowing can be a great way to show the NEETs the ins and outs of entrepreneurial work in real-life situation.

Apart from the methods suggested above, we would also like to highlight two teaching strategies and concepts that role models can use to amplify their message.

- Peer-to-peer learning

If a role model is a younger person in their 20s or early 30s they can use the age proximity to other youths and NEETs to connect with them as their peer. The NEETs will have no problem identifying with the role model as they will see them as one of them. This will simplify communication and flow of skills, knowledge and values from the role model to the NEETs.

- Teaching-by-example

A role model is more than a teacher. It is someone who sets the standards that the others follow. This means their actions must reflect their words. It is not possible to be a good role model for entrepreneurship if you talk about treating other people well or paying taxes to contribute to society if you are not doing this in practice. This is not true only in the context of entrepreneurship but in all aspects of life.

How to be great role mode?

Set Goals: You need to set clear goals and follow them to completion, regardless of the size of the challenge. Great talents are able to reach the pinnacle of success because they pour their energy into

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

their passions. The degree of dedication and discipline adopted in your life will lead you to success. This makes you a good role model for others - someone who sets goals and continues to achieve them or works solidly to achieve them.

Stay Committed to Your Goals: You must demonstrate your commitment to the desired goal and be willing to invest the time and effort required to achieve it. Don't give up on your goals easily and practice persevering in the face of obstacles.

Be resilient: You will go through many hardships, dark times, difficult times and multiple failures, but you will never lose sight of your goal. Stay focused on your goals, adapt and get things back on track; and this requires resilience and perseverance.

Be altruistic: You must demonstrate selflessness and a democratic, bias-free view of those who are different from yourself and earn the admiration of others. This feature will greatly inspire others.

Be well-informed and thorough: You need to look for opportunities that expand your mind and understanding of life. Be open and able to ask questions, learn, grow and challenge yourself. Finally, do your best to never be the smartest person in your group.

Be humble: To be a role model, you need to embrace the prospect of failure. Be humble with your wins when appropriate. The sweetest victory is often the hardest one. It's okay to show that you found things difficult.

Some tips:

Youth workers should be careful when choosing a role model we want to introduce to the youths. It is advised to familiarise ourselves with what the person does and represents. Personal values like honesty, integrity, fairness and care for the common good are essential for building a healthy modern entrepreneurial mind-set able to address economic and social challenges the EU is facing and will continue to face. It is also important to find role models who are relatable to the NEETs. Someone who is successful but can't make a connection with the youths can have a negative effect on their motivation and career choices.

If possible, we should talk to the role model before the planned activity to make sure that their presentation is tailored to the needs of NEETs in terms of content, presentation and values.

It is not strictly necessary for our role models to be entrepreneurs. They can be artist, social activists or something else. What is important is that they possess some skill or quality that can be useful for entrepreneurship. This can be creativity, ability to organize or a sense of social justice. The important thing is to present their skill in the context relevant for entrepreneurship.

Role model practice is unique because anyone can be a role model, intentionally or unintentionally. Teachers, mentors, parents, friends all can be seen as role models by the NEETs and they should be aware of that. Youth workers should embrace their role as role models and act accordingly every time they interact with young people.

Best practice category 4: Supporting entrepreneurial skills with other useful skills and behaviours

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Relevance:

Entrepreneurship is a complex process involving planning, predicting outcomes, solving problems, communicating and interacting with different groups of people and individuals and much more. For this only motivation and knowledge of entrepreneurial rules and practices are not enough. For entrepreneurial success many additional skills and behaviours is needed. Young future entrepreneurs will benefit greatly if we show them which skills they need and where to learn about them.

Suggested methodology and approach:

It is advisable for youth workers to present the topic of entrepreneurship from multiple angles and point out its multi-disciplinary nature. This will more naturally allow them to make connections to other relevant skills and values.

There is a number of soft-skills that can be of great benefit to aspiring entrepreneurs:

- Communication: Essential the basis of all human interaction and exchange of ideas. Good communication creates new opportunities and bad communication leads to problems and missed opportunities-

- Leadership and teamwork: Rarely is any goal achieved by a single person. Usually a team of people is needed and a group needs a vision, a plan and a leader to reach the goal.

- Critical thinking and problem solving: Being able to understand or even predict problems is invaluable in any enterprise. Critical thinking and problem solving are needed for that and to solve a problem when it occurs.

- Creativity: Creativity leads to creations of new and valuable ideas by allowing us to think “outside the box”. It creates added value and highly productive environment.

- Goal orientation: It all starts with being focused on the goal and persevere when trouble arise. Knowing how to do that is a valuable skill.

- Understanding oneself: Only when one understands oneself they can start envisioning attainable goals and crafting strategies to reach them.

Youth workers should have a basic understanding of skills and attitudes needed for entrepreneurship so they can integrate them into entrepreneurial.

To improve their knowledge, they can use quality resources available on-line.

Two such examples are the Erasmus+ project ***SkillsUp – Inspiring Tomorrows leaders*** and ***Insights Discovery***.

SkillsUp website offers freely available learning materials, videos and a quiz that helps the users learn about most valuable soft-skills for employment and entrepreneurship. Essential soft-skills are presented individually with the explanation of their importance, usefulness and ways to improve them on a personal level. Each soft skill is also presented in a form of an informative video.

“The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein“

Insights Discovery model is rooted in the knowledge and extensive psychological research of Dr. Carl Jung, a Swiss psychologist, and one of his principal students, Dr. Jolande Jacobi. The Jungian model describes four main styles of behaviour observable in their unique form of dominance, which in the language of Insights Discovery become four main colours, each of which can be traced back to one of the four behavioural styles. The frequency and intensity of these "colours" are measured by the Insights Discovery Evaluator, a questionnaire containing 25 questions from which the individual Insights Discovery Profile is subsequently processed.

The transversal idea is that, when people are able to truly understand themselves, their potential is maximized. People can only make the most of the strengths they already have, and they can find ways to address challenges if they really can identify them. When people are able to honestly examine their personal style, they ask themselves critical questions such as: "What kind of leader am I and how can I improve?" or "Why do I react so vigorously to change and how can I accept what is happening and focus on the task at hand?"

These resources can be a more than just a good introduction to valuable soft-skills and behaviours needed by a successful young entrepreneur but guidance and additional context needs to be provided by the youth workers.

Some tips:

Skills and attitudes are often a result of experience and even failure in life. Especially young people like NEETs often lack this, simply because of their young age and often passive attitude to life.

It is necessary for the youth workers, role models and others to convey to them the life-experiences that will help them understand the value and role of soft skills and personal growth.

It is also recommended that the youth workers explain in simple terms some of the more complex terminology that is associated with the development of soft-skills and the change in attitudes.

Best practice category 5: Connecting NEETs with career counsellors and other professionals

Relevance:

Decision for entrepreneurial path is essentially a career decision, even if only a temporary one. Youth workers can help the NEETS to make this decision by referring them to a career counsellor. One or more counselling sessions can provide a NEET with the missing information and confidence needed to give entrepreneurship a try.

Suggested methodology and approach:

Often NEETs are not aware of the possibilities and support available to them regarding career choices. A youth worker should find out if the NEETs are aware of counselling and other similar options available in the area. If not, they can refer them to a qualified counsellor to help them choose a career path.

There are various types of counselling available. One of the ways to find out more about them is to ask at the local employment office or at the nearest adult education institution. They usually have concrete information about career guidance and counselling available locally.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Career counsellors usually take a holistic approach when assessing the career options of an individual, meaning they consider education level, prior work experience, informal skills and more. Based on that they recommend the best or most suitable plan of action to reach the desired career.

To demonstrate how a career guidance and counselling may work we present here two best practice examples from Poland.

Skills audit method

The skills audit identifies and analyses the knowledge, skills and social competences of a person, including his/her aptitudes and motivations, in order to develop a plan for career development or further learning.

Methodology:

In the course of work with an occupational counsellor, the client has an opportunity to systematise his/her current educational and professional experience, learn about his/her advantages on the labour market, reflect on his/her current professional life and determine further steps he/she should take to ensure himself/herself a better professional position. The diagnostic activities may be accompanied by the documentation of the client's learning outcomes by creating a portfolio.

Stages of the process:

Initial stage: registration of the client and counselling and recruitment interview

Research stage: identifying and documenting competences

Concluding stage: discussion of results and handing over final documents

Final documents:

- Individual Development Plan - a document produced during the skills audit to guide the client's future actions to achieve the adopted development goals. It consists of the following: the agreed objective and scope of the Balance Sheet, goal to achieve in terms of professional development (e.g. employment, change of position, change of job, taking up education or training) together with the forms of learning aimed at such a goal and how far the achievement of the goal is advanced, on a scale from 1 to 10), possible intermediate or alternative goals, a list of actions to be taken in order to reach his/her goals.
- Feedback - a document containing a list of documented learning outcomes and other relevant information for the further development of the client.

Impact:

It helps to prepare a list of competences and a portfolio - evidence of competences collected and described in one place, as well as a detailed development plan with specific steps to be taken in order to achieve a given goal.

Space for development

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

“Space for development! Adapting an integrated career guidance method for young people” is a project prepared by Polish Foundation IMAGO and Finnish partner Spangar Negotiations Co. on an innovative career guidance method.

The project was run in Poland from 2017 to 2018.

The aim of the project was to test, verify and adapt for the NEET group the career guidance method based on the Norman Amundsen hope filled -engagement method.

The products of the project including the reports and tools are available for free for career advisors.

Objectives:

The main purpose of the project was to test and implement the new solution which would allow to increase the effectiveness of the process of career guidance and related labour market services (i.e. internships), by equipping career counsellors and clients with professional advisors and clients in new tools and methods.

Young people who took part in this project participated in a special, individual program of career support that includes:

1. Vocational guidance - establishing an Individual Action Plan (IAP),

2. Psychosocial counselling - strengthening participants' motivation to change their situation

professional, educational and social situation,

3. counsellor/client manager - support and motivation in the implementation of the IAP/development path, support in the process of change in the educational and vocational area, job placement,

4. professional traineeship - to enable the acquisition or supplementation of professional experience

5. vocational training - complementing or acquiring new qualifications and competences.

Methodology:

The project adapts N.E. Amundson's hope filled-engagement (PPW) method to develop counsellors' workshops towards a more comprehensive service for clients and to accompany them in their career development process, i.e. from counselling sessions to gaining employment or continuing education. This method is successfully used by career advisors in Finland and Canada.

Guidance is the process by which other services are defined and selected to enable a person's professional plans to be fulfilled. Therefore, it was decided to test the foreign method in Poland in correlation with internships, in order to be able to more adequately verify its use in the daily practice of national institutions and to verify its impact on a more complete activation process, or package of services being an offer of practically every labour market institution.

There were tested three tools: Circle of Strengths, Circle of Careers and Circle of connections. An additional element was the use of metaphorical cards as a tool for insight and self-knowledge.

“The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein“

Impact:

Participation in the project enabled people from the NEET group to return to the labour market. About 45% people (April 2018) participating in the project have taken up employment or self-employment as a result of receiving support based on the innovative method of counselling.

The participants pointed out the adequacy of the counselling to their needs - people from the NEET group often for the first time reflected on their life as a whole in the context of their career choices.

Conclusion:

This method was tested by 18 career advisers and 57 representatives from the NEET group.

Both groups agreed that this approach to career should be used on a daily basis by career consultants.

Some tips:

It is generally a good idea to encourage NEETS to see a career counsellor even if they resist it at first. Seeing a counsellor can open up many possibilities from education, trainings, internships and others that the NEETS may not be aware of.

It is therefore necessary for youth workers to educate themselves about and be in contact with the counselling and other similar options available to NEETs. They are usually available at local employment offices, adult education institutions, development agencies and similar institutions.

Youth works should continue to support and teach the NEETS about entrepreneurial skills after they start with counselling sessions. The youth worker should not interfere with the work of a counsellor who is a trained professional but should support it as mentor, motivator and a role model.

7. Conclusion

The experience of the Ent4Neet project, thanks to the heterogeneity of the activities implemented, including local, international, training in the more traditional sense, interactive and laboratory activities, and even study visits, has given life to the ideal learning ecosystem for the young participants and trainers/youth workers involved on the theme of entrepreneurial skills, understood as key life skills.

The pandemic has not affected the ultimate positive impact of the activities, except in terms of timing (some initiatives originally envisaged in presence have been postponed according to government provisions on distancing and prevention of contagion), but the ex post evaluations by the participants in terms of results achieved, relevance and impact have been significant, and confirm how important a multidisciplinary and multi-actor approach is around key issues for European growth and resilience, such as business development and the continental economy in general.

This approach has been contextualized in the broader international panorama, linking the arising business challenges with the United Nations sustainable development goals / SDGs, and the

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

methodologies for achieving them have been made usable and accessible, so that what is experienced can be replicated in other contexts in Europe and beyond.

The initial research provided the reference framework and at the same time the ultimate training objective of the subsequently developed local and international training activities: the enhanced skills are in line with what is outlined by the main training agencies, including Cedefop - digital skills, creativity and lateral thinking, problem solving, ability to work in team, relational and managerial skills.

Ultimately, the organizations involved were able to broaden their approach to skills development of youngsters with fewer opportunities and special needs and their trainers with a ready-to-use experience package, full of successful practices and tools identified in various national contexts. The young people who took part in the training lived, often for the first time ever, a high-level training experience outside their national context, enhancing key skills, including linguistic ones, in unusual ways when compared to traditional school dynamics. The trainers who participated in the exchange of know-how and approaches were able to integrate their knowledge and skills in an international environment, ultimately making the Youth sector environment in which they are active more attractive and innovative.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"











"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"