YOUTH WORKERS'

METHODOLOGICAL GUIDE

OUTPUT 2 – A1

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1. INTRODUCTION

Youth work has an important role to play in supporting young people's learning. The European Pact for Youth identifies employment and social inclusion as key concerns and as major priorities on which to concentrate in order to enable young people to play an active role in society.

As a result of inequities in earlier stages of education, young people from disadvantaged backgrounds often do not achieve the level of qualifications needed to easily access the labour market or higher education. Projects targeting to reinforce efficiency and equity of education systems, therefore, have to combine all available forms of learning to facilitate easier access. Typical non-formal learning approaches, such as courses, mentoring programmes, guidance and counselling, are crucial and should be provided early.

Therefore, non-formal and informal learning projects, contributing essentially to the personal development, social inclusion, active citizenship and employability of young people, become especially topical within today's context.

The "YEAP" project aims at fostering the labour market integration of young people by empowering education and training in order to create their own business and develop their entrepreneurial skills and spirit.

The Output 2 of the project is dedicated specifically to development of an integrated youth workers' methodological guide which is meant to help youth workers to use the YEAP! flexible learning pathway for young entrepreneurs (developed in O1).

The current practical guide contains theoretical material, contents and methodology approaches for the youth worker to use to deliver the training sessions. It will be used in parallel with the youth workers' toolbox (O4) and has the following structure:

Chapter 2 describes modern youth and its learning characteristics, which ensures relevance of the guide in the today's realities as youth workers need to take in account the learning style of young people.

Chapter 3 presents the methodology for teaching entrepreneurship that fits the learning needs of the modern youth.

Chapter 4 is dedicated to the actual teaching tools, which are to be used for teaching entrepreneurship within YEAP course according to the Problem-Based Learning methodology.

At last, the guide contains a glossary with the definitions of the essential terms used.

2. MODERN YOUTH AND ITS LEARNING CHARACTERISTICS

One of the key issues for modernising education systems is recognising the learner's particular situation: their prior experiences, learning needs and aspirations that should be taken into account.

Today non-formal and informal learning activities within the youth field are shaped by a specific type of learning which has been developed over years and only partly takes into account the current situation of modern young people.

In order to understand this target group, the current Chapter aims to give an overview of modern youth, which is represented by Generation Z, consisting of people born from around the mid-1990s to mid-2000s.

According to "Gen Z in the Classroom: Creating the Future", a research conducted by Adobe, Gen Z students see creativity as important and intersecting aspect of their identities:

- Both students and teachers agree that growing up in the age of technology provides more digital tools and outlets for creativity

- Across markets, Gen Z students are most likely to describe themselves as creative and team players

- Gen Z students think they are more creative than past generations and say that they are "always looking for a better way to do something"

It can be stated that the learning style of generation Z is characterised with learning by doing and focusing on creativity.

2.1 LEARNING BY DOING AND CREATING

GEN Z LEARNS BEST BY DOING AND CREATING, AND STUDENTS AND TEACHERS ALIKE WANT MORE FOCUS ON CREATIVITY:

● Both students and teachers alike agree that Gen Z learns best through doing/hands-on experience (e.g. Lab work, creating content)

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- Both audiences wish that there was more of a focus on creativity in the classroom
- Teachers say that having more opportunities for this type of hands-on learning is the number one way they can better prepare Gen Z students for the workforce.
- Most feel that the technology is already in place, but the curriculum needs to catch up

2.2 FOCUS ON CREATIVITY IN THE CLASSROOM

CREATIVITY WILL PLAY A CRITICAL INSIGHT FOR ROLE IN THE FUTURE WORKFORCE:

- Students and teachers agree that being creative will be essential to their future success, and that creativity is going to play an integral role in solving many of the challenges the world faces today
- Students believe that they will be creating things in their future career, and that there are a lot of professions that require creativity

NB! As those belonging specifically to Generation Z, these characteristics are only applicable to the trainees approximately between 15 and 25. As the target group of young adults is considered to be broader within the framework of the YEAP project - from 15 to 30 years old - it has to be taken into account that the current Chapter won't describe all of the participants (i.e. normally those over 25 years old).

3. PRINCIPLES OF EFFECTIVE YOUTH LEARNING

The acquisition of critical entrepreneurial knowledge and relevant skills through the entrepreneurship education obviously should prepare the students to become effective entrepreneurs.

There is no doubt that traditional theoretical entrepreneurship courses cannot achieve this goal. Education today is changing from one of factual based to one of inquiry based. This new approach to learning is bringing about new ways in which students are involved in the learning process. Teachers know that students do not learn at their highest potential when they are in a classroom where the teacher stands at the front of the room and gives them knowledge. Students learn best when they are engaged in the learning process and discover for themselves the meaning of knowledge

"The development of the entrepreneurial individual presupposes an education system that builds not only theoretical knowledge but also practical knowledge, including how to obtain the information needed and how to flexibly apply knowledge to the different contexts that emerge in a constantly changing environment"[1].

According the study "A Scalable Problem-Based Learning (PBL) System for Entrepreneurship Education", "by challenging students with new product/venture opportunities and having them research and understand the requisite realities around these opportunities, students are provided with the best way to learn entrepreneurial skills. In this way, students can taste the passion of entrepreneurship within a balance of constraints and a safe learning environment where errors do not cost them a lifetime of savings".[2]

Therefore, entrepreneurial competencies can be taught, learned, internalized, and enhanced through appropriate learning experiences and contexts. Problem-solving exercises, design tasks, project work, and other practical activities provide the perfect framework and opportunity for initiating the learner to the art of working, imparting specialized skills and developing generic competencies[3].

Entrepreneurial skills are complex and consist of a number of other skills. "The Network for Teaching Entrepreneurship (NFTE) notes that "An extensive body of literature suggest[s] that entrepreneurial skills such as creative problem solving and

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collaboration are important for academic success." When students hone their critical thinking and problem-solving skills, they prepare for college, career, and 21st-century success".[4]

Consequently, to teach these diverse skills multiple methodologies and approaches are required, with Problem-Based Learning, Design Thinking, Action Learning Sets, peer to peer mentoring and others being among them. Such teaching approaches that simulate entrepreneurial situations within the classroom environment contribute to enhancing students' appreciation and capacity for entrepreneurship.

In fact, problem-based learning, active learning, learning by doing, a multi- solution approach and others share many similar characteristics highly beneficial for entrepreneurship education. Based on both conducted research and modern youth characteristics described previously, the YEAP partnership has drawn out the best common points of different methodologies and produced a set of "Principles of Effective Youth Learning".

These principles are:

* Does the methodological approach involve learning by doing?

* Does it involve learning through solving problems?

* Does it encourage learners to set their own goals and standards?

* Does it put a focus on creativity in developing new content and approaches?

* Does it involve collaboration and working in a team?

* Does it include a process of reflection on what has been learnt?

These principles constitute the framework that encompasses the most suitable approaches and methodologies for teaching entrepreneurship.

Regardless different concepts of entrepreneurship, "it is generally recognized that entrepreneurs require specific skills, and these, by and large, can be exposed and enhanced by experience". The teaching methodologies, therefore, have to be "designed to provide students with an intense learning experience to stimulate the

entrepreneurial spirit and to provide the tools so that execution of the opportunity is more likely to be successful"[5].

In accordance to the above-mentioned principles the YEAP partnership have within different methodologies selected tools for teaching entrepreneurship, compiling them into YEAP! Youth Workers' Toolbox. The Toolbox together with the developed Business Startup Database contains real world scenarios and start up cases as a real life problems for educating youth. These are presented below along with "YEAP Flexible Learning Pathway", describing entrepreneurial journey, and YEAP Business Idea Assessment guide, the developed highly relevant tool for entrepreneurs.

4 TOOLS FOR TEACHING ENTREPRENEURSHIP AND USING THE YEAP! FLEXIBLE LEARNING PATHWAY

4.1 APPLICATION OF YEAP! FLEXIBLE LEARNING PATHWAY

With flexible learning pathways the trainees/students can design their own education/ training. Each person is unique. Someone may be more interested in science, someone else in literature. Some excel at multiple-choice tests, while others are better at writing essays. Some love to read, while others prefer hands-on learning. Some "get it" right away, while others need more time or encouragement. Instead of forcing every student to learn in the same way, personalized pathways are customized to the needs, interests, and aspirations of individual students. Furthermore each and everyone has different experiences, though which they might have developed knowledge skills and competences. Thus it is important to provide young people with flexible learning that can be adjusted to suit their needs.

As Cedefop stress out a flexible education systems enable learners to move within and across education, training and employment. Flexibility means that young people can adapt their learning pathway as they go along, to suit their interests and abilities.
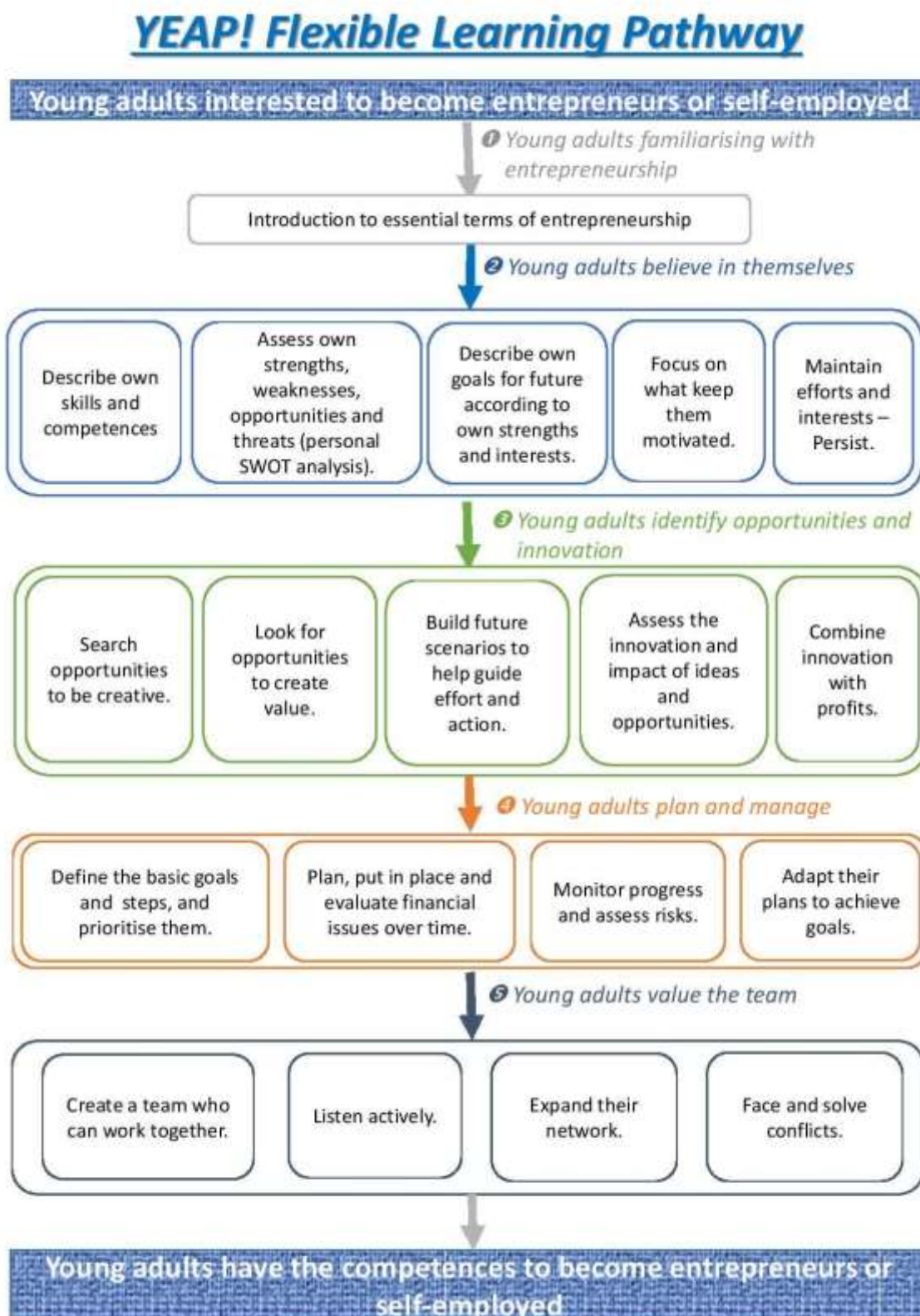
In systems that lack flexibility, it is difficult for young people to make transitions from one learning pathway to another. They may find that they are restricted to their original choice, even if they have realised that this choice isn't right for them. This can be a factor leading them to drop-out.

Repetition of learning can also be demotivating for young people. Learners who are able to switch courses, but are required to start from the beginning again, can be discouraged by the need to repeat content they have already covered in their original course.

Furthermore, flexibility in the delivery and timing of learning opportunities means that young people who have other demands on their time can continue to work towards their chosen qualification, or can return to learning if they have already dropped out. Young people facing barriers to learning or who have had to interrupt their education may benefit from an extended period to complete their studies, the possibility to attend courses on a part-time basis, or an alternative teaching method (e.g. online learning).

That is why the YEAP! project is built upon a flexible learning pathway. YEAP ! project does not seek to be prescriptive and just provide training that covers the overall needs of the medium trainee, on the contrary it seeks to provide training according to the needs of each young person according to their experience and prior knowledge. This is taking place by using the YEAP ! Learning pathway (pic. 1)

Pic 1. YEAP ! Learning pathway.

YEAP! Flexible Learning Pathway

Young adults interested to become entrepreneurs or self-employed

❶ Young adults familiarising with entrepreneurship

Introduction to essential terms of entrepreneurship

❷ Young adults believe in themselves

Describe own skills and competences	Assess own strengths, weaknesses, opportunities and threats (personal SWOT analysis).	Describe own goals for future according to own strengths and interests.	Focus on what keep them motivated.	Maintain efforts and interests – Persist.

❸ Young adults identify opportunities and innovation

Search opportunities to be creative.	Look for opportunities to create value.	Build future scenarios to help guide effort and action.	Assess the innovation and impact of ideas and opportunities.	Combine innovation with profits.

❹ Young adults plan and manage

Define the basic goals and steps, and prioritise them.	Plan, put in place and evaluate financial issues over time.	Monitor progress and assess risks.	Adapt their plans to achieve goals.

❺ Young adults value the team

Create a team who can work together.	Listen actively.	Expand their network.	Face and solve conflicts.

Young adults have the competences to become entrepreneurs or self-employed

In particular, the YEAP! project has reviewed the methodology that has been used in the CERF project and will develop an assessment tool that will help young people evaluate their prior knowledge in order to understand better choose their training path in the field of entrepreneurship.

The newly developed flexible learning pathway is based on the results of the joint state of the state of the art research report and aims for the trainees to reach level 4 of the EQF in regards to knowledge, skills and competences. The learner will own a comprehensive range of cognitive and practical skills required to develop creative entrepreneurial solutions to abstract problems in order for them to be able to move their business idea to the next level, as well as develop the critical thinking, problem solving, and teamwork skills they need in the workplace.

In order to achieve this, the partnership of the YEAP! project will review and enrich the already developed curricula aiming to enable youth workers to deliver the same curriculum and training materials but customized on the specific needs of the target group. A set of parameters will be designed taking into account the characteristics of the group as well as the characteristics of the individual learners (pace, style etc). Therefore, youth workers can collect the necessary information and customize the curricula and training materials into flexible learning pathway based on the parameters given. Customization will not affect the competences being developed but the selection of the methodological tools that will be used to develop those competences. This will be achieved through the pool of methodological tools that will be used according to the parametric results for the specific group. The curriculum will then have the format of a dynamic template and a flexible learning pathway that can be easily customized by the YEAP! project partnership. The partnership will make sure that the developed material will correspond to the LOs of the learning pathway and thus after the training path of each trainee is developed they will use the tools that correspond in each step in order to achieve the development of their competences at EQF level4.

4.2 YEAP TRAINER TOOLBOX AND GUIDELINES ON ITS USAGE

The Youth Entrepreneurship Adult Pathway (YEAP!) project aims to promote entrepreneurship education and social entrepreneurship among young people by developing a set of learning materials that will support trainers and youth workers to develop and assess young people's entrepreneurial skills.

For Intellectual Output 3 of the project, led by Rinova, the YEAP partners have developed a specially designed toolbox of learning resources for youth workers to use in coaching young entrepreneurs and students outside the classroom to facilitate their transition into the labour market through start-up as self-employed or as an entrepreneurial business.

The Toolkit has been assembled and edited by Rinova. The five project partners from Greece, Cyprus, the UK and Finland have contributed materials and content, which therefore provides intercultural and international perspectives on entrepreneurial skills, and will promote better knowledge, recognition and validation of youth work at countries' national, regional and local levels.

The Toolbox consists of over 40 separate tools that can be used by coaches, trainers and mentors to foster young people's entrepreneurial skills. A guidance pack, compiled by Rinova, accompanies the learning tools and gives information and tips for trainers on how to apply the tools in practice. All the tools are available through online links.

The toolkit guidance pack is arranged according to the five Steps in the YEAP Flexible Learning Pathway, and therefore provides the necessary information for trainers to support young people through all stages of setting up a business. Many of the Tools are holistic and will be relevant for young people's learning across several steps of the pathway, as indicated in the guidance pack.

The guidance pack contains the following information for each of the tools:

Duration

Time required to complete use of the tool

Module:

The Steps on the Pathway that the Tool applies to

Objectives and Key Competences:

Objectives of the Tool and key ERF competence or competences that the tool is connected to: (Literacy competence, Multilingual competence, Mathematical competence and competence in science, technology and engineering, Digital competence, Personal, social and learning to learn competence, Citizenship competence, Entrepreneurship competence, Cultural awareness and expression competence.)

PBL Aspect:

If/how the tool can be employed to solve a real/life problem

Preparation for using the Tool:

Information on what preparations need to be made by trainer i.e. prepare flash cards, or handouts etc.]

Implementation of the Tool:

Step-by-step explanation of how to use the Tool

Tips for the Trainer:

General guidelines for the trainer on how to implement the Tool

Materials for implementing the Tool:

E.g: A monopoly game, or markers, or post-it notes etc

Equipment and facilities:

E.g: PCs , or smartphones, or chairs, tables, open space, training room, etc

Tools annexed:

The Tools are annexed via an online link so as to be accessible to tutors and learners

4.3 BUSINESS IDEA ASSESSMENT GUIDE

One of the most crucial decisions that concerns entrepreneurs, is the selection of the right opportunity project at a particular time in terms of return on investment (ROI). An unwise choice may result in squander of resources and even affect the momentum of the venture. Several tools exist to enable an entrepreneur to assess a business idea. One of them is the assessment model proposing the following:

• In order to assess the upcoming opportunities, the key criteria must be first defined. Those criteria will highlight which ideas might be appropriate for consideration and which ones should be left out of the discussion.

• Since the criteria of evaluation have been determined, the prioritization process can begin. You should pick and choose the criteria that best suit your needs, depending on the type of company and/or the type of product you seek to evaluate.

• A scale point must be selected, preferably even numbered (e.g. 1-6, 1 = somewhat important and 6=very important) in order to avoid the problem of the constant median. By doing this, the really important criteria from the less important would be separated.

• Rank each idea on each piece of assessment criteria (e.g., 1 – 6, where 1 = low and 6 = high) based on its potential contribution to each piece of assessment criteria. For instance, if the idea addresses a very severe and extensive problem then it gets a 6 out of 6 in relevant category.

• Calculate an "Opportunity Score" for each idea – For each idea, multiply each assessment factor's weight by the idea's corresponding ranking and create a summation score for each idea.

• Estimate the cost of implementing each idea – it is proposed to use "Low, Medium Low, Medium High, High" for estimating cost just because at this point it's difficult to get an accurate estimation on cost. Ensure that support costs and development cost are both included.

• Sort the ideas by opportunity score and develop priority segments – Once the ideas have been in order of opportunity score, it makes it easier to focus additional conversation on a smaller group of ideas in order to finalize the priorities.

• For example, it might segment the list into 3 or 4 equal buckets based on the opportunity scores so that more time it can dedicate to further consider the priorities in the top scores bucket.

• Optimize priorities as necessary – Once the top opportunities are isolated, it is time to tune those priorities. But that will be the step after the separation of the ideas worth discussing more and those that not. The estimated cost may also trigger some changes in priority (e.g., an idea with a high opportunity score and low cost might be moved up the priority list, and vice-versa). The bottom line is that at this stage slight changes to priorities can be made but it is forbidden to move ideas with lower opportunity scores to the top of the list.

IO4 will deal with the business idea assessment but in the broader sense as it will assess all success factors and not just the idea itself. Therefore the guide will work on four different levels.

- On the lower level, the assessment guide will assess the personality, needs and desires of the potential young entrepreneur. For example entrepreneurship may not be the best option for a person that is not willing to take any risk. On this level, the potential young entrepreneur will be tested on several dimensions (self assessment). This will form the baseline of whether the young adult can actually become a successful entrepreneur.
- On a second level the scope and objectives of the young adult will be assessed (eg are the objectives SMART?) (own assessment and coaching by youth worker)
- On a third level the actual idea will be assessed using one (or more) of the ready available tools that may be used as they are or event modified if this is considered to be necessary
- On a highest level and provided that the idea is at least evaluated as 'promising' (ie we have passed the third level) the skills necessary for the development of the idea will be profiled and the young adult will be self assessed as well as assessed by experts on his/her capacity to develop the idea. The outcome of this process is twofold
  o To identify the existing skills and competences as well as those that can be developed and to produce a self development plan for the young adult
  o To identify areas where the entrepreneur will need support (eg subcontracting, employing others etc)
As described above the guide will be used:
- as a suitable instrument to assess the business ideas for future youth enterprises
- as a monitoring tool working through different levels

4.4 BUSINESS START UP DATABASE

This IO seeks to develop an entrepreneurship e-support mechanism which in particular will be a database comprised of e-tools for business startup. These e-tools of business development and management aim to promote entrepreneurship and contribute to the strengthening of young entrepreneurs' business competences. Young potential entrepreneurs must be fully prepared to face the many challenges in the world and to help develop an innovative and sustainable idea. The YEAP! database will therefore promote active learning so that users can become active participants in their learning.

Potential and young entrepreneurs need to overcome initial hurdles of starting a business. The aim is to find tools that can help them move on from the more traditional

approach of creating a business plan to launch a new venture. The online tools that assist young entrepreneurs, for example, in planning their business or in acquiring up-to-date knowledge and practical skills in the area of management, as well as necessary ICT skills. The use of the database will be a learning by doing experience, encourage business thinking and action for young people and thus enhancing its transferability potential.

More specifically, the following e-tools will be developed:
- SWOT analysis e-tool. This tool will help the young entrepreneurs to form their business ideas as they will be able to identify the Strengths, Weaknesses, Opportunities and Treats of their business ideas.
- Cash Flow analysis e-tool. This tool helps the participants to estimate in detail the possible cash receipts and cash paid out of their business ideas. These tools are considered to be the first necessary steps before developing the Business Plan and will help the young entrepreneurs to "evaluate" in realistic terms the feasibility of their business idea.

5. PRACTICAL APPLICATION OF THE GUIDE AND PROSPECTS

The persistently high level of youth unemployment in the EU is a serious problem. Labour market entrants with the lowest levels of educational achievement face the highest risks of unemployment. Projects that provide better coordination of non-formal and informal competences facilitate smoother transitions from school to work.

The "YEAP" project aims at fostering the labour market integration of young people by empowering education and training in order to create their own business and develop their entrepreneurial skills and spirit.

Within the project a youth workers' methodological guide is developed, which is intended to provide youth workers with the methodology for teaching modern young people entrepreneurship.

The guide contains theoretical material, contents and methodology approaches for the youth worker to use to deliver the training sessions.

In particular, main modern youth learning characteristics are described, which is the learning style of generation Z being characterised with learning by doing and focusing on creativity. These are vital characteristics that need to be taken in account while delivering training sessions on entrepreneurship.

The described principles for effective youth learning are presented as the most suitable methodology for teaching entrepreneurship, which is fitting the learning needs of the modern youth best.

Importantly, the guide describes the application of the YEAP! Flexible Learning Pathway and tools for teaching entrepreneurship, developed within "YEAP!"-project. YEAP! Toolbox, Business Startup Database and Business Idea Assessment guide are meant to facilitate the trainee's progress through their entrepreneurial journey that is YEAP Learning Pathway.

The current guide along with other project outcomes will remain as a validated and highly specialised resource to every organisation involved in Youth Entrepreneurship start-up and acceleration. It can be used by youth workers, NGOs, training centres, universities, professionals in the field and potential entrepreneurs.

6. LIST OF SOURCES

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