Youth Entrepreneurship Toolkit for teachers and trainers
Coaching methods in formal education within the EntreComp framework

February 2023

Toolkit YESpecialist project

Index

Introduction

Summary

Rural areas are often lacking in highly demanded jobs, an adequate supply of services, as well as a climate conducive to entrepreneurship and social innovation.
For these reasons, many young people decide to abandon their rural territory, generating a brain drain that inevitably leads to the decline and depopulation of these areas.

The YESpecialists project aims for mountain and rural areas to unlock the potential of local actors and above all to make young people more involved in the choices of their community in order to make their region a more attractive place to live and work.
YESpecialists aim at strengthening youth entrepreneurship in rural areas by building strong regional/local ecosystems that focus on involving young people in the community, help them find their role within it, and empower them to take an active role in identifying and covering local needs so that they are able to launch their own initiatives in order to develop their regional and local environment and understand more their role as people and citizens.
The YESpecialists project envisages the involvement in the so-called Regional Stakeholder Groups (RSG), municipalities, companies, VET schools and NGOs in a quadruple helix (4H) approach aimed at improving the structure necessary for innovation, through new forms of involvement of stakeholders, facilitated by Information and Communication Technologies (ICT).

This toolkit contains a summary of the work done with young people in rural areas through the involvement of various local actors and the use of an innovative approach of active pedagogy for learning and education for youth entrepreneurship. The toolkit contains various methodologies used by partners and stakeholders for the implementation of pilot projects in rural areas both in the field of entrepreneurship and STEM skills, and in the field of entrepreneurship and agriculture, agritourism and creative industry.

Each chapter contains:

An introductory part of the pedagogy method used with links for further information and literature on the subject.

A section with the syllabuses and curricula that are derived from this method.

A link with the testimonies and experiences of young people who participated in the pilot projects.

Finally, in the appendix a guide on "How to organize a training workshop" and a conceptual map for the creation of fablabs for STEM skills aimed at non-formal and widespread training for young people in rural areas.

Problem Based Learning for Entrepreneurship Education

Autonomous Province of Trento local ecosystem (Italy)

Problem based learning is probably the most exciting and student centred didactics of the last decades. It was born in 1969 at the McMaster University School of Medicine in the USA, who started an innovative program in medical education because of the dissatisfaction for the common knowledge-based teaching practices. The program was based on a didactics later called problem based learning, and since then it has spread in more than 500 universities and countless high schools. It has been applied in several disciplines such as architecture, business education, economics, engineering, geology, law, nursing, social work, psychology. Since it is hands-on, it is also ideal in non-formal learning contexts. Although innovative in many aspects, PBL is based on ideas that can be traced on seminal pedagogists such as Dewey, Piaget and Bruner. The core of PBL are projects, thus giving the learners hands-on opportunities to work on concepts, discuss in groups, and present their work. Projects have two components: a leading question and the making of a product or artefact. It is based on group work and active participation of the learners, who learn how to steer their learning. Additionally, the instructor switches from being the source of knowledge to a coach, that is from a sage on the state becomes a guide on the side. According to Barrows, the first scholar publishing on this pedagogy, problem-based learning is composed of six features:

1. Learning is student-centered;
2. Learning occurs in small groups guided by a tutor;
3. The tutor acts as guide or facilitator;
4. Learning happens primarily by using authentic problems;
5. Problems are used as instrument to achieve both knowledge and problem solving skills;
6. Students acquire new information through self-directed learning.
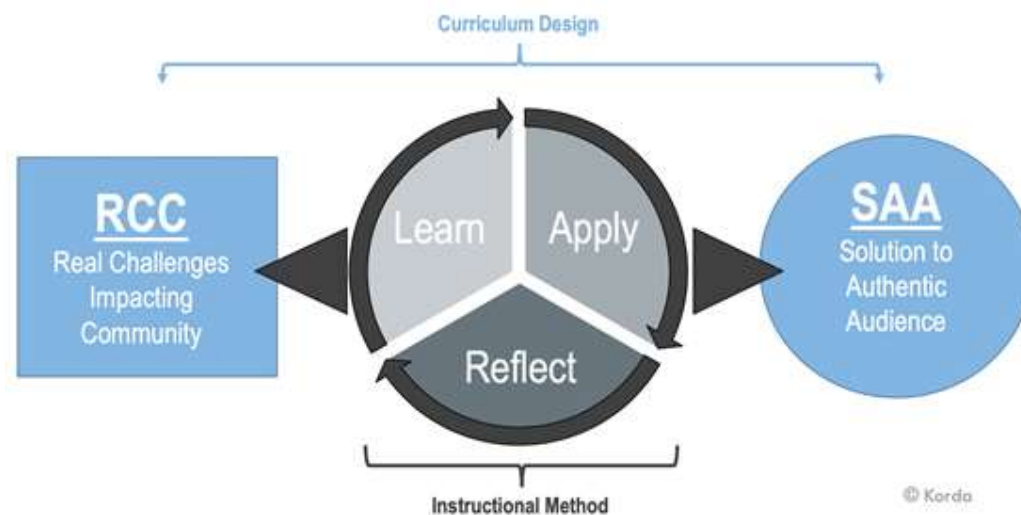
In addition, a final presentation with judges and an authentic audience are recommended. Moreover, the problem-solving skills of learners can be assessed using realistic assessment of tasks or problems, and these problems are novel to the students, so that students transfer their previous competences and show understanding of the influence of contextual factors.

Problem Based Learning for entrepreneurship education is a type of pedagogy structured around an entrepreneurial related challenge and active learning process based on three elements: learn something new (for example a principle, a method, a tool); apply it, and reflect on it. The other particularity of this didactics is that it is very much connected to the community and with entrepreneurs. In practice this means that an entrepreneur (it could be also a social entrepreneur) launches a real-world challenge concerning their business. The learners work on the challenge for 3 maximum 4 weeks (around 40 hours) to generate an evidence-based solution and pitch it to the entrepreneur at the end. During this time the students are regularly coached by the instructor in the "share out meetings".

This pedagogy favours small classes of learners with 10 to 30 participants, and no previous knowledge is required. It can be applied in formal and informal education context, from primary education to university, to youth adults, unemployed, etc... This didactics is delivered in "cycles" of 30-40 hours each, starting from easy challenges to most difficult such as pitching own company ideas. Challenge can span between company related such as "create a plan to increase the revenues of local chicken take-over" to social challenges "make a plan to increase the happiness of elderly in a nursing home in period of Covid" to educational challenges "make a plan to an educational inclusive program that develops a learning to learn competence". The connection with the local community is then very important, as the challenge has to be felt real and important for the students, which improves in turn their engagement in willing to help the entrepreneur. Also the wording of the challenge is important, and by writing "create a plan" the learners know that they have to create a deliverable for the entrepreneur or the community, not just pitch an idea.

These didactics develop in learners diverse learning outcomes that are obviously connected to the specific teaching and learning activities that the learners engage with to match the challenge. In general, however, at the end of the learning path, if they take part actively, they will learn the following. The learners will learn how to analyse the relevant literature to find an appropriate solution to the challenge and will also learn to brainstorm and design a solution to the challenge through a human centred approach, also through trying it "out of the building" through interviews to possible customers. They will learn how to design and deliver an effective pitch or presentation that meets the challenge given. Learners will eventually apply teamwork to small groups to solve the challenge and reflect on own and group team work to find areas of improvement. In terms of the EntreComp Framework, it is anticipated that the three main competences developed by the learners are related to work in groups, learn by doing and develop own creativity.

The teaching and learning activities start with the organisation of the challenge. The "challenge" is an issue that an entrepreneur has (for example a choice to be made, how to improve sales, how to reinvent a product or service, what is the next step to be taken, etc...) and would like to hear possible solutions. The selection of the challenge is very important; the suggestion is to start from "simple" business-to-customer challenges and move only later to business-to-business challenges and "self-chosen" by learners (such as their start-up). Depending on the type of challenge and business, it would be advisable (when possible) that the learners visited the premises of the entrepreneur and be given the challenge there. In this way they develop a much clearer idea of the challenge and of the business. Alternatively, the entrepreneur goes to the class and launches the challenge there for example through a presentation. Some accounts for the final presentations, they are better delivered at the

entrepreneurs' premises or in a public place, so that there is an "authentic audience", such as experts, judges, and the same citizenship when possible listening to the final presentations.
In between the launch of the challenge and the final presentations the learners are put in groups of 3 and 4 and most of the time of the course is devoted to their group work. The groups are made just after the challenge is launched and remain the same until the final pitch, and the group work is the main activity of the learners. It is advisable to make groups no more of 3 or 4 learners to avoid loafing and hitch hiking, so that the group work is productive. The groups can be made either randomly, according to the preferences of the learners, or according to the instructor's insights. It is generally advisable not to leave learners to make the groups, so that they result more balanced (thus avoiding best friends, groups of high functioning or low functioning learners).

Then teaching and learning activities depend very much on the cycle and on the subject where this pedagogy is applied. The first time the learners engage in these didactics, however, the focus will be on group work and how to make group work effective. Exercises like the jig-saw for cooperative learning are highly suggested. For example, the instructor gives the learners a certain amount of articles related to the challenge to read at home by splitting the work. The students are advised that they have to take notes and come ready to the group work to make a summarising assignment. Also the IDEO video on YouTube on how ideas are generated in group work could be effective.

Other instruments can be given depending on the challenges and on the subjects that the instructor would like to develop. For example, in case of entrepreneurship, the SWOT analysis, the Business Canvas, and so on. Other workshops can help the learners in making web searches, preparing a compelling presentation, how to make interviews and personas. Also Design Thinking is essential; it is a technique for creating products or services based on empathy with the customer and iterations (empathize, define, ideate, prototype, test). Such Human Centred Design through for example the Wallet Exercise and the Gift Giving Experience. These exercises are downloadable for free as booklet from the site of Steve Blank.

The coaching meetings are an essential part of this pedagogy; this activity is done by the instructor (no need from external experts, which can be nevertheless a plus) regularly between the launch of the challenge and the final pitches, for example once a week. Once a week each group meets the coach for roughly 20 or 30 minutes to receive formative feedback on the idea they are working on and on the learning process. The meeting follows a standard format, with 5 minutes' presentation from the learners (with hard stop from the instructor), followed by Q&A. The learners prepare a sample presentation with the following elements: what they have thought, what they have learnt, what they are doing next. The format of the presentation is decided by the students, could be a power point. The week of the final the share out meetings follows a different format, and the students could receive formative feedback on the presentation they will pitch.

As stated above, this pedagogy is based on three principles: learn, apply and reflect. This means that the instructor will put the emphasis on the learning process rather than on the results (that is the final presentations), especially the first time learners engage in PBL. After a new tool is given to the students (for example rules for group working), the learners immediately apply it to group work and see the results. At the end of the session, they are invited for written reflections (for example on line reflections through google forms). It is important that the reflections are guided with leading questions such as: what is the importance of X?, where else could you apply it? And so on. The reflections could concern the individual but also the group.

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The assessment of this pedagogy is important to align learning outcomes and teaching and learning activities. In non-formal contexts the formative assessment plays the lion's share in the assessment. The first source of formative assessment are the coaching meetings with feedback on the ideas, the group work, and the learning process. The other source can be the final pitches where the learners receive the pitch from the entrepreneur. The final pitches in formal learning environments could constitute the main source of the summative assessment. However, normally also the written reflections can be evaluated as demonstration of the learning process.

Trentino Syllabus

Name of the initiative and brief description	**Problem Based Learning for Entrepreneurship Education** This is a student-centred pedagogy structured around a real-life challenge, which is launched at the beginning of the course. The learners work in small groups and have three or four weeks to find a possible solution, which are pitched/presented to the entrepreneur at the end of the course. During this time for group work the students are a) coached regularly and b) given tools to solve the challenge.
Description of the participants	From 10 to 30 participants. No previous knowledge required. It can be applied starting from the upper secondary to youth and adults.
Duration of the initiative	Starting from 30-40 hours within 3 or 4 weeks. The initiative can be then repeated to a different challenge during the year (Biz 1, Biz, 2, Biz 3, …).
Intended learning outcomes	● Analyse the relevant literature to find an appropriate solution to the challenge; ● Brainstorm and design a solution to the challenge through a human centred approach (and try it "out of the building" through interviews); ● Create and deliver an affective pitch/presentation that meets the challenge given; ● Apply team work to small groups to solve the challenge; ● Reflect on own and group team work to find areas of improvement.
EntreComp Framework	● Work in groups ● Learning by doing ● Creativity
Dublin descriptors	(Integrate the ILO and EntreComp with the above when appropriate: Knowledge: - knowledge on the area of the challenge through web searches. Making judgements: - valuing best ideas Communication skills: - communicate in the group work to reach objectives - communicate an idea to an audience Learning to learn skills - Critical thinking - Self and group organization, for example to meet the deadlines

Teaching and learning activities	The "challenge" is an issue that an entrepreneur has (for example a choice to be made, how to improve sales, how to reinvent a product or service, what is the next step to be taken, etc...) and would like hear possible solutions. The selection of the challenge is very important; the suggestion is to start from "simple" business-to-costumer challenges and move only later to business-to-business challenges and "self-chosen" by learners. When it is possible, the learners could visit the premises of the entrepreneur and get the challenge there. If not, the entrepreneur goes to the class. Some accounts for the final presentation.

In between the launch of the challenge and the final presentations the students are put in groups of 3 and 4 and most of the time of the course is leaved to their groupwork. The groups are made just after the challenge in launched and remain the same until the final pitch, and the group work is the main activity of the learners. It is advisable to make groups no more of 3 or 4 learners. The groups can be made either randomly, according to the preferences of the learners, or according to the instructor's insights.

Apart from the groupwork, there are **basic preparatory activities** that can be done at the beginning of the course (either at the very beginning or just after the challenge is launched):

- Pitching exercises: This activity could be used as ice-breaker, see for example Pitch Game https://venturelab.org/free-activity-pitch-entrepreneurship-game/. The icebreaker can also help the instructor in the making of the groups.

- Human centred design (Design Thinking): a technique for creating products or services based on empathy with the costumer and iterations (empathize, define, ideate, prototype, test). This introductory exercise in couples lasts roughly 1,5 hours, and is the prototype of what the students will have to do during the time between the challenge is launch and the final pitch:
  1) the Wallet Project https://dschool-old.stanford.edu/groups/designresources/wiki/4dbb2/the_wallet_project.html or
  2) the Gift Giving Project https://dschool-old.stanford.edu/groups/designresources/wiki/ed894/The_Gift_Giving_Project.html

- The IDEO video to learn how groups can work productively within a tight deadline to create something new: https://www.youtube.com/watch?v=M66ZU2PCIcM

Advanced activities that can be done after Biz 1 or during Biz one if there is time:

- Workshops on hot to make web searches.

- Workshops on compelling presentations.

- Workshops on how to make interviews and persona.

Coaching meetings with the groups: this activity is done regularly between the launch of the challenge and the final pitches. Once a week each group meets the coach for roughly 20 or 30 minutes to receive formative feedback on the idea they are working on and on the learning process. The meeting has the following format: a 5 minutes' presentation from the students with hard stop from the teacher, followed by Q&A. The learners |

	prepare a simple presentation with: what they have thought, what they have learnt, what they are doing next. The week of the final follows a different format, and the students could receive formative feedback on the presentation they will pitch.
Assessment	Formative assessment: the coaching meetings are used for formative feedback on the idea, the group work, and the learning process; Summative assessment: the final presentations. Here the learners will receive feedback from the entrepreneur on their idea.

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Calendar example

Tuesday 18-20	Project presentation Fever Pitch (see who is more powerful and think to the ideal working group that could be balance)
Wednesday 18-20	Visit of the farm and launch of the challenge Instructions to participants: bring a notebook and take as many notes as possible on what they notice about Michele's company (make groups of 3 max 4)
Thursday 18-20	Exercise: backward design (use of Jamboards or post it)
Tuesday 18-20	Work Group – work Group instruction
Wednesday 18-20	First Share out
Thursday 18-20	Work Group– interview preparation / Design thinking
Tuesday 18-20	Work group
Wednesday 25 May 18-20	Second share out
Thursday 18 20	Work group
Monday 18-20	Work group
Tuesday 18-20	Final results presentation to the municipality

Curricula of Youth involvement (meetings/activities) on problem based learning

Chiese local ecosystem

The cycle of problem-based learning was performed between October 2022 and January 2023, and lasted approximately 36 hours. 8 secondary school students between 16 and 18 years old participated in the initiative as extracurricular path, and were coached by 3 experts. The challenge started officially the evening of 27 October by the company's premises; the entrepreneur explained his business, that consists of manufacturing tailored and high quality bikes, and then launched challenge. He is asking for a detailed plan on how to improve the business in the Chiese Valley (in the Trentino Region), also using e-commerce and digitalization. The entrepreneur also explained his vision, what the company will be in 5 years, and at a little buffet was offered to the presents.On November 3 the 8 young people met online. The project was presented by the coaches (in terms of expectations, what to deliver, etc..) and the group of students worked on the exercise of the Fever Pitch, thus learning how to pitch an imaginary product or service in no more than 60 seconds and to catch the audience and their feelings.

The 7th of November the young people met also online. The first exercise was brainstorming on Google Jamboard. First the students were divided in the two groups and discussed through a backward design what they would like to have in the final presentation. In the second part of the meeting, they watched a brief video on ideation (IDEO) and a brief presentation on group work was offered. A discussion with reflection followed, on what means for the two groups to teamwork to achieve common goals.

On November 10 the group met online. Design Thinking (through the Wallet Exercise) was the topic: the young people learnt the cyclical model of Design Thinking: to interview, to emphasize with the possible costumer, to quickly prototype and discuss, test and refine the outcome with the client in order to make sure that the solution matches his or her needs. A collective discussion followed on why Design Thinking is also called human cantered design.

The meeting of the 14th of November was in presence, and the two groups started making searches on the web concerning the challenge.

The 17th of November was in presence; the youth worked in autonomy on the share-out meetings and prepared a little presentation for the coaching moment. They also worked individually to search on web materials and to prepare to report the following time their teammates (jigsaw).

On 21st November the young people met online. Each group did the coaching and therefore first presented their work and then received feedback from the coaches.

On Thursday 24 November, each group worked in autonomy on the jigsaw, and each students reported what they had found during their individual searches at home. While one group concentrated on the online marketing sites, the other concentrated on the literature on bike manufacturing.

The 28th of November the groups met again online. An expert did a workshop on marketing and ecommerce. This expert was also an entrepreneur himself, which represented a role model for the youth.

The 5th of December the students met online, and each group worked autonomously on the challenge and their idea.

On December 15, the young people met in presence, and each group worked on their idea and reflected on what they had learnt.

The 5th of January the two groups met online to prepare the Power Point presentation for the finals. They received feedback in form of share-out meeting – that is the students presented their presentation and the coached gave them feedback.

The final presentations were pitched on January 27th in front of the entrepreneur and the citizenship, and Q&A followed.

Primiero local ecosystem – Take the challenge

The initiative was advertised in the local VET school. Overall, 8 upper secondary technical students in Tourism and Accounting coming from 4° and 5° classes participated in the problem-based learning program. One student had learning disabilities, and it was amazing to see how he was made participating in the group activities. The meetings were 10 and lasted about two hours each for overall 32 hours.

The meetings started on 28 November 2022 and finished on 22 December with the final presentations. Most of the meetings were made online, so that also the students coming from other cities (the area is mountainous) could participate.

The challenge was how to help a young farmer to change his traditional farm into a social farm.

On December 1 the students visited the Entrepreneur's venue, saw the products made in the farm (milk, cheese, etc..) and received the challenge. The social entrepreneur manages a farm, and would like to turn it into a social farm, where people with social issue can spend periods, learn the vocation, and contemporaneously receive a stipend.

On 5 December there was a general presentation of the activities and the achievement expected in the end of the project.The groups were subsequently made according to the students' wishes. Then the students made the fever pitches to learn how to present in 60 seconds a compelling solution to an issue. Students learnt to use Google Jamboard to brainstorm. Moreover, they worked mostly in groups: while one group was autonomous, the other needed more guidance. To do so, coaching was done as following. At the beginning of each meeting the coach stated the goal to reach by the end of the meeting. Then, 15 minutes before the end, there was the coaching moment were the students in groups summarized through post its on Jamboard what they had done. This outcome was used as starting point for the following meeting.

12 December work of the 2 groups independently, data collection and deliveries for the next time.

14 December Students also did the Jigsaw: they were asked to search the web or in the library and come back as a group ready to report what they had found and how this might be relevant to tackling the challenge. The students shared homework, while doing most of the work in groups, each student having a small homework assignment.

16 December the groups carried out interviews in structures for disadvantaged people present in the area with the aim of obtaining as much information as possible from the potential users of the social farm but also from the educators of the structures. For the boys this experience was very useful and interesting

19 December the groups had the experience of design thinking and therefore they also felt the need to empathize with possible customers to better understand what their needs are and, in doing so, to conceive a better idea that the customers.

On December 20, the boys gave a final report on the solution to the challenge. The work of assembling the final solution was done by all the pupils (including the student with learning needs) and in this way everyone had something to present.

On 22 December there was the presentation of the solution to the citizens. The entrepreneur, the president of the community, the mayor, the councilors, the school teachers as well as the territorial management and other citizens were present.

In addition to a Power Point presentation, the two groups also considered it important to prepare a report with their idea, which the social entrepreneur appreciated.

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Asturia syllabus (Spain)

Name of the initiative and brief description	**Design Thinking and Project Based Learning** This is a methodology is used with students in order to create their own Business Plan. At the beginning of the course, works teams of 3-4 people are created. The learners start with *design thinking* methodology, principally on ideas generation to solve real problems in their ecosystem and related with their VET studies. Once the business idea is defined each team work on the creation of a real Business Plan, following *Project based learning* methodology. Guided by the teacher, they must complete the business plan including all the phases required and ending with a public presentation.
Description of the participants	From 4 to 30 participants. No previous knowledge required. It can be applied starting from the VET students to youth and adults.
Duration of the initiative	Around 88 hours within 6 month, 4 hours per week.
Intended learning outcomes	- Recognises the skills related to entrepreneurial initiative, the importance of a good business idea, analysing the requirements derived from job positions and business activities. - Defines the opportunity of creating a small enterprise, assessing the impact on the sphere of action, incorporating ethic values and the team work. - Carries out the activities for the setting-up and implementation of a company, from the idea selection to choosing its legal structure and identifying the associated legal obligations. - Develop the idea into a complete business plan in order to create a real project. - Carries out basic administrative and financial management activities of an SME, identifying the main accounting and tax obligations and filling in documentation. - Create and deliver an affective pitch/presentation that meets the challenge given.
EntreComp Framework	Ideas & Opportunities - Creativity. - Valuing ideas. - Ethical & sustainable thinking. Resources - Motivation and perseverance. - Financially and economic literacy. Into action - Taking the initiative. - Planning and management. - Working with others. - Learning through experience.
Dublin descriptors	(Integrate the ILO and entrecomp with the above when appropriate: Knowledge: - Knowledge on the area of the challenge through web searches. - Find relevant sources of information, discuss.

	Making judgements:
	   - Assess the sources of information.
	Communication skills:
	   - Communicate in the group work to reach objectives.
	   - Communicate an idea to an audience.
	   - Interviewing people who work in the business to get relevant information.
	Learning to learn skills
	   - Critical thinking.
	   - Self and group organization, for example to meet the deadlines.

Teaching and learning activities	The development of a Business Plan is a relevant point in a company creation, for most of the steps needed before and after setting up a company, this document is required. It helps the entrepreneur to take decisions around the product, market, legal entity, financial aspects, etc. For these reasons, to develop a business plan as a learning activity, facilities the explanation of the different steps for a company creation, while provide to the students a real contact with all the aspects that involves a company management. To create the work teams, at the beginning of the course we use the Team Building "colours": https://drive.google.com/file/d/19V9e3BR_IXAjEKVoDU1BxUgsKoheF0S2/view A list of adjectives are described in 4 different colours, ones describe you if you have a good day and others if you have a bad day. Each person does to identify as a colour according to the adjectives provided. All the teams must be created including people of each colour. **DESIGN THINKING** for ideas generation: **1. Empathize** In this first stage, they must observe to gain a deeper understanding of how they interact with or are affected by a product or issue. The observations must happen with empathy, which means withholding judgment and not imparting preconceived notions of what the consumer needs. **2. Define** In this second stage, you gather your observations from the first stage to define the problem they are trying to solve. **3. Ideate** The next step is to brainstorm ideas about how to solve the problem identified. These ideation sessions could be in a group, in an office space that encourages creativity and collaboration. The important part is to generate a bunch of different ideas. **4. Prototype** This is the stage that turns ideas into an actual solution. In this point the methodology turns into Project Based Learning. **PROJECT BASED LEARNING** for Business Plan creation. This methodology is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging enterpreneurship projects set around challenges and problems they may face in their ecosystem. The first steps of PBL are done into Design Thinking methodology, starting with the business idea defined, they must investigate into the business idea to: ● Create a deep analysis of the market opportunities.

	● Customers and competitors analysis. ● Design of the marketing plan (product, price, promotion and place) including communication plan. ● Operations plan. ● Management and human resources plan. ● Financial plan including investing and financial resources. During all the Business Plan development the students must work into their groups, in a collaboration way, using Microsoft Teams. Teacher provides information and explanations of each chapter and help teams solving doubts. At the end of each working day, they must assess they work. The last week, a public presentation is done, in order to explain to potential investors, they business plan.
Assessment	**Formative assessment:** the groups are provided with an evaluation rubric that allows them to know in advance the level of achievement required in each section. Periodic deliveries must be made and are evaluated by the teacher using the rubric provided, given the feedback to them. In this way the students know in advance the levels of achievement required and learn from the work done. Teamwork is evaluated from two perspectives: from the teacher's point of view, through systematic observation using a rating scale; and from the student's point of view, by self-evaluating the work done by each team member in each work session, using also a rating scale provided by the teacher. **Summative assessment:** business plan and final presentations are evaluated using rubrics previously provided to the students.

Syllabus "Youth Entrepreneurship" - Varaždinska županija (Croatia)

Free curricula in Varaždin County were developed on the basis of a survey conducted in the area of Varaždin County, among participants in the age group of 15 - 19 years, potential young entrepreneurs from rural areas.

The aim of developing free curricula is to acquire learning outcomes that will enable participants to strengthen knowledge and skills, independence and responsibility on the topic of entrepreneurship and entrepreneurial activities, which are in line with the needs of employers and enable participants to acquire competencies needed for first employment / self-employment.

Free curriculum defines:
• the name of the free curriculum
• keywords
• level / volume
• learning outcomes
• content
• working methods
• methodological notes.

5 different free curricula were developed:

1. Business communication and human resources
2. Business ethics and sustainability
3. Financial literacy and budgeting, entrepreneurial skills,
4. Creativity and initiative
5. Business management and business promotion

These documents are intended for teachers / workshop leaders who will conduct planned workshops with the target group on the project.

It is realistic to expect that the implementation of the planned workshops, according to the developed free curriculum, will strengthen the competencies of young people in the field of entrepreneurship and encourage them to start and run a company or a craft. By acquiring additional knowledge and skills, each individual will be much better prepared to enter the world of work, continue education and lifelong learning.

1.2.1. Free curriculum business communication and human resources

THE NAME OF THE FREE CURRICULUM	BUSINESS COMMUNICATION AND HUMAN RESOURCES
KEYWORDS	- communication - human resources - stress and fatigue

	- compromise - motivation - empathy - teamwork - cooperation - conflicts in the business environment
LEVEL / VOLUME	15 hours
LEARNING OUTCOMES	1) Distinguish types of communication 2) State the basic rules of written and oral business communication 3) Demonstrate business communication and successful message delivery 4) Explain the concept of human resources and employee management 5) Write a cv and motivation letter 6) Demonstrate the selection process in recruitment 7) Cooperate with others in the group in accordance with the rules of teamwork 8) Demonstrate conflict resolution and noise in communication 9) Explain the concept of compromise 10) Explain the concept of empathy 11) Describe the types and ways of motivation 12) Identify sources of stress and fatigue in the business environment
CONTENT	- Types of communication (verbal, non-verbal, paraverbal) - Stress and fatigue - Establishing a compromise - Verbal / non-verbal, horizontal / vertical communication - Conflict resolution - Motivating employees - Empathy - Teamwork, cooperation - Human resources management
WORKING METHODS	Role play / simulation Verbal - conversation Aquarium Text assignment - CV and motivation letter Situational learning Brainstorming
METHOD-OLOGICAL NOTES	The module should place special emphasis on communication, developing participants' communication skills and raising awareness of the importance of communication in work, but also in everyday life. It is also especially important to develop empathy, a sense of teamwork, collaboration and motivation for work through working with participant. With this module, participants should acquire the skills of writing a resume and cover letter and simulate the selection process for employment. Text assignments: Attendees should acquire the skills of writing a resume and cover letter by personal example. Situational learning: For learning outcomes related to teamwork, compromise and employee

	management, it is necessary to design a situation whose solution should be brought by teamwork. It is necessary to set several different situations related to a joint project, responsibilities and situations that need to be resolved, through which participants will become aware of the importance of teamwork, decision-making hierarchy, communication within the team and establishing compromises. Role play / simulation: Through role play, it is possible to achieve learning outcomes related to communication, successful / unsuccessful message transmission, selection process and conflict resolution. It is necessary to prepare simple situations and dialogues, in which the emphasis should be placed on verbal and non-verbal communication and the elimination of noise in communication. In addition to this method, the aquarium method can be applied, which gives other participants the task of monitoring and reporting after simulation and detecting certain characteristics of the presented situation, so that based on the observed can draw conclusions about desirable / undesirable ways of communication, depending on the situation, occasion and interlocutor. Brainstorming: With this method, it is possible to encourage participants to become aware of and detect possible sources and causes of stress and fatigue, and to discuss the possibilities of eliminating and avoiding them.

1.2.2. Free curriculum business ethics and sustainability

THE NAME OF THE FREE CURRICULUM	**BUSINESS ETHICS AND SUSTAINABILITY**
KEYWORDS	- business ethics - sustainable development goals - sustainable or "green" business - systems thinking - triple bottom line - corporate social responsibility
LEVEL / VOLUME	15 hours
LEARNING OUTCOMES	1) Explain the concept of business ethics 2) Identify problems caused by climate change, environmental degradation and unequal distribution of resources 3) Apply the principles of ethical business 4) Recognize the goals of sustainable development 5) Describe the synergy of sustainable development goals 6) Describe systems thinking approach 7) State the principle of 3P (people, planet, profit) 8) Explain the concept and principles of sustainable or "green" business 9) Identify socially responsible business
CONTENT	- business ethics - SDG (sustainable development goals) - principles of sustainable business - certificates for sustainable business

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	- environmental footprint assessment - system thinking approach - CSR (corporate social responsibility) - triple bottom line (3P)
WORKING METHODS	Guided viewing Research method Role play Case report Situational learning Verbal - conversation
METHOD-OLOGICAL NOTES	With this module, it is possible to explain the concept of business ethics, sustainability and socially responsible behaviour with the help of presenting several cases of world-famous and domestic companies. Attendees will be introduced to ways in which entrepreneurs can respond to pressing problems sampled by climate change and social inequalities. The module explains the importance of ethical business and its two directions: environmental and social, as two sides of the same coin. Particular importance should be placed on the goals and elements of ethical business and their interaction. Participants will be informed what the "systems thinking" (ST) approach involves and, upon completion of the module, will be able to identify the basics of the ST approach. Guided viewing: Through watching selected videos and clips and online newspaper articles, attendees become closer to the presence of social and environmental issues. Videos and articles should cover four main topics: food production, energy, material consumption and disposal, and climate change. Research method: Attendees will be introduced to the simplified life-cycle-analysis (LCA) process. In this way, they will be able to recognize how much resources and human labour are needed to produce everyday items such as pencils, T-shirts, balls, etc. During the training, participants will be able to use their own fingerprint calculator (they will receive an online link to a personal Ecological Footprint Calculator) with which they can quantitatively monitor the consequences of their life habits Research method: In groups of 2-3 participants, the given topics (for example: Cotton production, Glass production, Leather production, Industrial meat production, Plastic production, Deforestation, Palm oil production, Fishing) will be explored to show their impact on society and Environment. The results and conclusions will be presented to all participants. The research should answer the following questions: How does a certain phenomenon (according to the chosen topic) affect the environment? What is the impact of the phenomenon (according to the chosen topic) on people? What are the possible solutions to the problem? How can entrepreneurs be part of the solution? Role play: Attendees can play the roles of some of the members of the society.

	Based on a brief description of the selected / assigned role (eg factory worker, factory owner, mayor, artist, immigrant, student, pensioner, member of the LBTQ community, etc.), it is necessary to compile a list of 10 priorities for state development in the next 5 years from the viewpoint of a member of society whom the student "plays". Attendees (representatives of society members) can also participate in the discussion or make decisions in groups of 3-5 participants consisting of society members who seemingly have conflicting opinions, in order to reach a compromise, but also to find the best solutions for all. The aim of the exercise is to simulate a situation in which participants have to make important decisions through collaboration with different thinkers. (This process is similar to that by which SDGs were formed). The results of the participants can then be compared with the goals of sustainable development and explain their (in)compliance. Case report: Participants need to prepare a few simple case reports of companies from which they can identify the characteristics of business ethics, sustainability and socially responsible behaviour. Each case needs to be analysed in detail and emphasis placed on the characteristics of each concept. Attendees need to be encouraged to give their own example of good practice that they know from their surroundings. When selecting cases, it is necessary to cover all aspects of business ethics, sustainability and socially responsible behaviour, so that participants can see the whole picture and to better understand these concepts given their complexity. Care should be taken to answer the following questions: How does the company address environmental issues? How does a company address social issues? What ethical business certificates does the company have and why? What does the company's sustainability / ethical business plan look like? Situational learning / Gallery: Participants, in small groups, need to come up with a market solution according to the 3P principle for a problem in their community. The aim is to develop a conceptual solution to a problem that their community is facing and that impairs their quality of life (e.g. a large number of lonely elderly people, lack of public transport, lack of places for the young people to gather, etc.). The solution can address the problem locally, nationally, or globally. Participants finally present their ideas. Participants can use any of the system thinking methods (eg SSM, CATWOE...) to develop ideas.

1.2.3. Free curriculum financial literacy and budgeting

THE NAME OF THE FREE CURRICULUM	FINANCIAL LITERACY AND BUDGETING
KEYWORDS	- consumers - assets and liabilities - financial services - payment methods

	- budget - savings and investments
LEVEL / VOLUME	10 hours
LEARNING OUTCOMES	1) Explain the concept of consumers and consumer rights 2) Classify the assets and liabilities of one's own household 3) Distinguish financial services 4) Distinguish payment methods 5) List the types of savings and investments 6) Explain the concept of budget
CONTENT	- basic market concepts - consumers, supply and demand - financial services - managing personal finances, assets and liabilities - payment methods - budget - home and business
WORKING METHODS	Brainstorming Visual - clips of videos or famous movies Verbal - conversation Mental map Attitude barometer
METHOD-OLOGICAL NOTES	Through this module, participants should be introduced to the basic concepts related to the market, consumers, financial services, payment methods, types of savings and investments. The greatest emphasis should be placed on raising awareness of the concept of own budget, household budget, and consequently the company budget. Participants need to be trained to classify their own assets and liabilities and to distinguish between different types of financial services. Brainstorming: Encourage students to think about the concept of consumer through the question of who they consider a consumer. Encourage them with sub-questions related to their daily habits, shopping, how to get to school, doing household chores and the like. Write down their answers on paper and detect similar answers that appear most often. Based on the given answers, encourage participants to further discuss their rights as consumers and the position on consumer protection in the Republic of Croatia. In addition to this topic, connect the topic of markets, supply and demand. Visual - clips of videos or famous movies: Show a few clips of famous commercials, videos, movies showing all types of payments. Only after the end of the viewing, ask the participants what they have in common with all the displayed clips and use their observations to conclude which types of payments exist. Mental map: With this method, students should be encouraged to graphically display and classify the assets and liabilities of their own household, while constantly encouraging their interaction and filling in the mental map as detailed as possible. It is important to be aware of what are the items that make up the assets and liabilities of each household, which is also applicable to the enterprise. A mind map is a good tool to raise awareness of the importance of budget balance and consistency. Attitude barometer:

	Participants need to be divided into groups by setting a hypothesis related to the concept of savings, in terms of the questions: Do I save? In what way? What will I do with the money saved? Participants should be divided into at least two groups according to the attitude about savings and through conversation they should be encouraged to become aware of the importance of savings, financial planning, all of which can be achieved in this way and how to use the money saved.

1.2.4. Free curriculum entrepreneurial skills, creativity and initiative

THE NAME OF THE FREE CURRICULUM	ENTREPRENEURIAL SKILLS, CREATIVITY AND INITIATIVE
KEYWORDS	- creativity in business - business ideas and initiatives - business risks - entrepreneurial skills - resolving business situations
LEVEL / VOLUME	10 hours
LEARNING OUTCOMES	1) Explain the concept of creativity in business 2) List the most common business risks 3) Give an example of a business idea 4) Identify the desirable characteristics and skills of the entrepreneur 5) Suggest a way to solve the business situation
CONTENT	- creativity in business - good and bad business ideas - willingness to take risks - entrepreneurial skills and characteristics - business situations
WORKING METHODS	Text assignment / cards Verbal - conversation Role play / simulation Situational learning
METHOD-OLOGICAL NOTES	The whole module should place emphasis on creativity, ideas and self-initiative that should be encouraged in students and the importance of identifying good versus bad ideas and solutions to certain business situations. Text assignments / cards: Learning outcomes related to business ideas can be achieved by working on texts and cards with short business situations / presentations of a business case, company or person on the basis of which participants should recognize ways of thinking "out of the box" and creativity in business. Role play / simulation: This method can identify desirable and undesirable traits and skills of entrepreneurs in the business environment through role play. Situational learning: It is necessary to be aware of the ways of reacting through situational

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	learning and to suggest the correct solutions of designed business situations. Participants need to put together a few simple business situations, accurately define the environment, situation / problem, participants and include some specifics in the situation, such as working with vulnerable and different target groups, people with disabilities, people from different cultures and business environments. Through these situations, participants encounter the most common risks in business and give suggestions on how to eliminate and accept the risk.

1.2.5. Free curriculum business management and business promotion

THE NAME OF THE FREE CURRICULUM	**BUSINESS MANAGEMENT AND BUSINESS PROMOTION**
KEYWORDS	- marketing and promotion - leadership styles - management - decision making - planning
LEVEL / VOLUME	10 hours
LEARNING OUTCOMES	1) Explain the role of marketing in business operations 2) Analyse the role of the brand and logo in the success of the company 3) List the types of planning and decision making 4) Distinguish leadership styles
CONTENT	- basic concepts in marketing - brand and logo - leadership styles - planning and decision making
WORKING METHODS	Visual - work with cards Research - group work Gallery Verbal - conversation
METHOD-OLOGICAL NOTES	The module should place emphasis on awareness of the importance of marketing, media and visual tools in everyday business. It is also important to emphasize the importance of thorough business planning and correct and timely decision-making. Visual - work with cards: It is necessary to prepare images of the logos of well-known companies for the participants in order to recognize them and, through this activity, raise awareness of the importance of marketing and marketing tools in the success of the company. Research: This method can encourage participants to explore the types of planning, decision-making and leadership styles in the group and to compile a poster about it. Each group is given a different task, so that at the end, when all the groups present their work, they get a complete picture of the types of planning, decision-making and leadership styles.

	After completing the group work, the groups visit other groups and learn new facts from them and get acquainted with other concepts and leave their comments if they have them (gallery method). At the end of the activity, it is necessary to draw conclusions about which leadership styles are desirable and to be aware of the importance of timely planning of business activities.

A Few examples of Curriculum testing

Free curriculum: Free curriculum business management and promotion

Subject: Entrepreneurship
Teacher: Petra Županić
Topic: Leadership styles
Duration: 2 school hours
Date of implementation: 27.05.2022. (major Economist) 2nd grade, number of students: 17
Learning outcome: Differentiate leadership styles
Teaching method: Gallery
Social form of work: Work in a group
Brief description of the implementation of the activity:

- students were given the task to describe the characteristics of leadership styles (democratic style, autocratic style and leave it alone style) by working in groups (1st and 2nd group - drawing, 3rd and 4th group - song, 5th and 6th group - poster)
- each group chose a spokesperson
- after finishing the work, members of one group visited other groups and looked at their works
- the spokesperson stayed with the work of his group and, if necessary, introduced the members of other groups to the task and solutions, talked with them about the work and listened to their suggestions and ideas for solving the given task
- the spokesperson wrote down on paper all the ideas and suggestions presented by the members of the other groups, and if necessary, the students supplemented their solutions
- this was followed by the presentation of works by groups
- the method of presentation was not determined, it depended on the creativity of the individual group
- students success fully achieved the learning outcomes

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Free curriculum: Entrepreneurial skills, creativity and initiative

Topic: Practical application of creativity in business
Teacher: Petra Županić
Duration: 2 school hours
Implementation date: 04/05/2022. (educational field Salesperson) 1st grade – B group: 9 students
Learning outcome: State the most common risks in business
Teaching method: Presentation of a case / case study: Post-it Notes
Social form of work: Work in a group
Brief description of the implementation of the activity:
- students received a ready-made presentation of a business case and a task that requires the analysis of individual events and procedures described in the presentation
- students successfully achieved learning outcomes by working in groups

STEPS OF THE CASE STUDY METHOD:

STEP 1
- quickly scan the entire text to get a feel for the problem and information
STEP 2
- read the text carefully again and extract important information (underline them)
STEP 3
- isolate the main problems, read the case again, analyse the important facts
STEP 4
- jointly rank problems and solutions through discussion and write them down
STEP 5
- jointly develop their own proposals for solving the observed problems, write them down and prepare for presenting the work

Free curriculum: Management and promotion of business

Subject: Basics of marketing
Teacher: Jasminka Prstec
Topic: Promotional activities focused on the sales area
Duration: 2 school hours
Date of implementation: 20.05.2022.
(educational direction Salesperson) 2nd grade
Learning outcome: Explain the role of marketing in business operations
Teaching method: Mental map
Social form of work: Work in a group

Brief description of the implementation of the activity:
- students received materials with data and information and organized them using key words, symbols and drawings to make them memorable as long as possible
- applying the steps of creating a mental map, students successfully achieved learning outcomes by working in groups

STEPS OF MAKING A MENTAL MAP

STEP 1
- read the assigned text carefully

STEP 2
- determine the main topic or key problem

STEP 3
- place the main topic in the middle of the paper

STEP 4
- branch out key words from the main topic towards the ends of the paper

STEP 5
- jointly develop their own proposals for solving the observed problems, write them down and prepare for presenting the work

Vestland County Council (Norway)

Vestland County Council involved two rural VET schools in the YESpecialists project, which both developed syllabus and curriculum boosting entrepreneurial competences:

1. "Myself in five years", developed by Flora Upper Secondary School.
2. "Youth initiative", developed by Odda Upper secondary School.

Syllabus "Myself in five years"

Description of the initiative	How can we inspire young people to come back to their hometown after finishing their higher education? How can we help youth find opportunities for a good life where they have grown up? A part of the answer to this is providing knowledge about the economic life in their hometown. This is a student-centered task. Through working with the task, the students are to become more aware of which local businesses they can work in when they have finished their education. What kind of education would they need to get a job in the business of their choice? What can it be like to work in this business? What financial conditions can they expect? Subjects: Social Studies and Norwegian
Description of the participants	The students can work individually or in pairs. First or second year of upper secondary school (16 – 17-year-olds). The students have some background knowledge about private economy and what local businesses there are in the community.
Duration of the initiative	12 – 14 hours over 2 weeks.

Intended learning outcomes	- Find relevant information about the local business of the student's choice, e.g. what kind of business, ownership, business base, future prospects. - Research how the business works in accordance with the shift towards a green economy. - Research the possibilities of getting a job in the business. - Research how the student's personal finances will be if he/she gets a job in the company. - Plan and complete a task. - Reflect on and discuss what they have learned about the business and local community.
Entre Comp Framework	- Spotting opportunities - Vision - Mobilizing resources
Dublin descriptors	Knowledge and understanding: - Finding information on the Internet Applying knowledge and understanding: - Find relevant sources of information, discuss Making judgements: - Assess the sources of information Communication skills: - Interviewing people who work in the business to get relevant information - Work together in pairs Learning to learn skills - Plan and complete a task

Teaching and learning activities	**"Myself in five years"** can be brought about both individually and in pairs. The students are to find out what kind of job opportunities the local community can offer and what kind of education the students will need to get a job in the company of their choice. In addition, they are to study as many aspects of the company as possible, e.g., what kind of business it is, ownership, business base, prospects and how the business works in accordance with the shift towards a green economy. Giving a description of the assignments the employees accomplish, the working conditions and working environment are part of the assignment as well. The learners are also to study how the job will affect their personal finances.
	The students must be creative in their choice of sources, as they can both find relevant information on the Internet and interview for instance employees or entrepreneurs. The basic idea of this assignment is to motivate the students by letting them choose which business to work with and by giving them the opportunity relate the assignment to their own prospects. The project can furthermore help develop their ability to be critical as they must choose which information to present.
	During the project period the teachers have regular meetings with the students to give formative assessment. What have the student done so far/since the last meeting, what problems/challenges have they encountered, do they have questions or need for help with the assignment, are they on the right track.
	If possible, the students will have the opportunity to get practical experience through work placement in the company they study.
Assessment	**Assessment:** The students are to hand in a written essay in which they discuss their findings. The text is to be handed in at least twice and the teacher uses formative process-oriented assessment. It is of importance that the text has good structure and language, and it will be graded, i.e., summative assessment.
	In addition, there will be an oral assessment in which the students discuss their work with the teacher(s) involved in the project. Here the focus is on the student's ability to reflect upon both the finished product and the process of his/her work i.e., summative assessment.

Syllabus "Youth initiative"

Name and description of the initiative

Name: Youth initiative. Flipped classroom method.

Course: social studies

Duration of the initiative: 3 hours work + 1 hours show the result + 2 hours improve and show the result

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Learning Objectives

·   Student will be able to understand better different ways meeting youth initiative
·   Students shall be encouraged to take own initiative
·   Improve entrepreneurial competence (EU framework)

Student Learning Resources at Home

How parents can support young entrepreneurs

https://www.youtube.com/watch?v=VWKz5dbPTZA

Student Learning Activities at Home

Watch the film above and reflect on the following aspects:

-    Why is it important that parents support youth initiative and young entrepreneurs?

-    How can parents and other grown ups support youth initiative and young entrepreneurs?

Classroom Activities

Alternative 1:
a) Discuss in groups what response kills youth initiative (come with own examples)
b) Discuss in groups what response support youth initiative (come with own examples)

Make a history and create a film or a role play that show response that kills or support youth initiative.

Alternative 2:

c) Discuss in groups why it is so important to support youth initiative and how it can be done at home, at school and in society.

Make a podcast where you discuss youth initiative and answer the task.

3 hours work + 1 hours show the result + 2 hours improve and show the result

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Assessment

Alternative 1:
- Feedback on the role play or film from teacher and student group. Improve the role play or film.
- Self assessment.

(creativity, working with others, good answer on the task showing knowledge)

Alternative 2:

- Feedback on the podcast from teacher and student group. Improve the podcast.
- Self assessment

(creativity, working with others, good answer on the task showing knowledge)

Myself in the local community

Aim of the project:

The aim of the project is that you must explore and get to know local businesses and your own local community. You will reflect on your own future prospects, if you settle down in Florø, and present your own opinions about the future in our town.

Your investigations must be based on a problem/issue that you formulate yourself under the guidance of your teachers (subjects: Social studies and Norwegian language). You present what you find out about the company and your local community and discuss your problem in a written submission. You will be assessed in both subjects: Social studies and Norwegian language.

Tasks:

• Choose a local company that you want to explore

• Explore your own local community

• Formulate a problem, which is suitable for discussing your future in working life and in the local community if you settle down in Florø

• Write a discursive article on the topic

Problem:

The problem must be formulated in such a way that it is suitable for writing a discursive article. You must obtain information, try to see the matter from different sides and assess the different aspects against each other.

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Regarding the company you have chosen, you can start with the following questions:

• What education do you need to work for this company and what are the opportunties for further education and advanceent if you work in this company?

• What are the salaries in this company compared to other (similar) companies and what does this mean for your private finances?

• How are the working conditions and the social environment in the company and would you as an employee thrive here?

• How will you be looked after as an employee and what welfare schemes and rights do you have as an employee?

• What are the future prospects in this company and how does the company adapt to change, modernization and mechanization in working life?

• What is the environmental profile of the company and will the company adapt to new requirements and the green shift in future?

Regarding your local community you can start with the following questions:

• How is the housing market in your local community?

• What are your opportunities for citizens involvement in your local community and how can you help influence your surroundings in a positive direction?

• What are the leisure activities and facilities in your local area and what opportunities do you have to fill you and your family's leisure time with meaningful activities?

• How is the social environment in our city?

• How are the welfare services in the area we live in?

• What are the future prospects for your local community?

Social studies:

Regarding the subject Social studies, the project is based on the syllabus in Part 2 of your textbook. The aim is that you gain greater understanding of working life in Norway, your own everyday working life, your personal finances as an employee and how working life could change in the future.

We will have a bottom-up approach and will learn about this by exploring the local business and the local community where we live. Current competence targets in Social studies are that you should be able to:

• explore and present current topics or debates by using social science methods, sources and digital resources and arguing for one's own and others' opinions and values

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• explore and describe how the organisation of society and working life in Norway has changed, and discuss how the Nordic societal model meets challenges faced by individuals and society.

• explore and discuss how businesses, innovation and technology shape and influence working life and local communities in Norway

• discuss the connection between economic growth, living standards and quality of life in a global and sustainable perspective

Norwegian language:

Regarding the subject Norwegian language, you will learn to write a discursive article and we will start from Chapter 5 in your textbook. You will learn to present information in an orderly manner. You will learn about the use of sources and source references and you will learn to look upon an issue from different sides, and you will learn to argue for your own opinions. You will also learn to build up a text with a clear introduction, main part and conclusion.

Current competence targets in Norwegian language are that you should be able to:

• use different sources in a critical and independent manner

• write professional articles that explain and discuss Norwegian academic or interdisciplinary topics

• assess and process own texts based on feedback and academic criteria

• write texts with good structure and spelling in both Norwegian languages

Project implementation and experiences

The project was presented and implemented by students in general studies (vg1: level 1 upper secondary education). The students started the project in the beginning of November 2022 and during a period of two months. The project covered the curriculum goals in the subjects Norwegian language and Social studies. There were approximately 50 pupils and three teachers who participated in the project, in addition to the YESpecialist project participant. The students wrote and submitted a professional article in addition to presenting the solutions in a 5-minute presentation to teachers and fellow students. The students were assessed with grades.

The strength of this educational scheme is that the students get to immerse themselves in a subject over time. The students had great freedom of choice in formulating their own issues and choosing which companies, sports teams and associations they wanted to get to know more about. The task created commitment among the students, and they involved both friends, family and acquaintances when they had to solve the project. They were often met with goodwill and commitment when they were out asking questions in the local community.

The project was large and comprehensive, and it was challenging for the students. The advantages of such a scheme are that the students get a lot of writing practice, they are challenged to put subject terms into context and link them to the local community they live in. They got to practice being critical of their sources. Through guidance with the teachers, they practiced their ability to build up reasoning. A model text was prepared so that the students could see a modeling of how the task could be solved. In this way, they worked with a methodology to solve larger projects.

Through the project, the students got to know better their local environment, the businesses and career opportunities in Florø. They learned about leisure facilities and what opportunities there are in Florø for young people who want to settle and work here. The pupils also got to know which offers are not available in Florø, or which are not so well developed in Florø. Some students took a closer look at the housing market in Florø. They found out that it is easier to enter the housing market in Florø than in the big cities, because prices are lower here. Other students took a closer look at the integration of minorities in Florø. They found that there is a high degree of integration of minorities in the local community and in local working life. It was also found that in the future there will be an increased demand for language skills due to society becoming more complex and technological. This can be challenging in relation to the integration policy. There were also some students who looked more closely at the future prospects of the companies in Florø in relation to technology and the modernization of the business world. It was found that many companies have a positive view on the future and that they welcome new innovative solutions. Other companies were more skeptical about what the future would bring and that there was probably no basis for all types of companies to operate in the same way as today.

For the teachers, this project has been successful, and they want to have similar projects in the future. They highlight in particular the interdisciplinary collaboration as positive. You can see that the project created commitment among the students and that there was a lot of good learning in working with the project. You can also see that the project was large and comprehensive and that the students found it to be exhausting at times. In the future, we will therefore consider whether to scale back or rework the project so that it is less extensive.

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Syllabus - Become your own Boss - Ringkøbing-Skjern

Name of the initiative and description	Become your own boss (Basic Introduction to Entrepreneurship and Innovation) Hans Justesen haju@fgumv.dk Inge Lise Diaminda indi@fgumv.dk Extracurricular course. Through e.g., excursions to local innovative entrepreneurs, presentations, dialogue, the PhotoVoice method, collaboration on different creative tasks and learning about financial aspects, the students get a basic understanding of the subject.
Description of the participants	12 participants between 17 and 25 years of age. No previous knowledge necessary.
Duration of the initiative	20 hours, during 14 consecutive weeks, 1, 5 hours pr. Week.
Intended learning outcomes	Upon completion of the program, when participating actively, the learner will have attained knowledge of some basic aspects of entrepreneurship and innovation. The students' entrepreneurial mindset will have developed as a result.
EntreComp Framework	Ideas and opportunities: Spotting opportunities, creativity Into action: Taking the initiative Resources: Self-awareness and self-efficacy

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Dublin descriptors	Knowledge: Get basic knowledge about entrepreneurship and innovation through presentations, dialogue, web search, excursions. Applying knowledge and understanding: Brainstorm and design a solution to a specific challenge. Create and deliver an effective pitch/presentation that meets the challenge given. Apply team work to small groups to solve the challenge. Making judgements: valuing best ideas Communication skills: Communicate in the group work to reach objectives and communicate an idea to an audience. Learning to learn skills: Self and group organization

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Teaching and learning activities	The course is a basic introduction to innovation and entrepreneurship.

The first lessons are dedicated to visiting local innovative entrepreneurs – in our case a shipyard and a farm that produces insects for animal- and human consumption. The students get information, a tour on the premises and get to ask questions as well.

Then it is the students turn to sharpen their entrepreneurial mindset and to communicate their ideas. We use the method: PhotoVoice. https://cgspace.cgiar.org/bitstream/handle/10568/82879/infograph%20photovoice%20copy.jpg?sequence=1&isAllowed=y

(steps in conducting a PhotoVoice project)

In this method the students use the camera in their mobile phones to take pictures of strengths and weaknesses in their area while thinking about how to improve specific aspects. They present the photos to the rest of the class along with the story behind the photo. We do this exercise twice. The first one on an individual basis, the second one in small groups with a specific challenge to come up with ideas as to how to improve certain indoor and outdoor areas of the school. The goal is to implement some of the students' ideas afterwards. Important: The students must choose ideas that they themselves can help implement. For example a product, an activity or improving a specific place. Ideally the school's workshops get involved too.

In the second excercise the students learn how to pitch an idea through dialogue, a challenge and an excert from a Danish program called: Løvens hule (https://www.dr.dk/drtv/saeson/loevens-hule_290284)

In order to broaden the subject, the students also attend a lecture on volunteering, which is an area with many opportunities to get innovative and entrepreneurial in order to contribute to the local community. The lecture is followed by a visit to different exhibition stands nearby.

We invite guest teachers to work with the students, too. One of the guest teachers is our local entrepreneur consultant who teaches the students how to make a business-model-canvas.

Another guest teacher is a young man with innovative and entrepreneurial experience. He talks about how to start a company etc, and the students can ask questions about e.g. practical aspects of being a young entrepreneur.

Two lessons are dedicated to a crash course in the financial aspects of starting a business and getting familiarized with some of its vocabulary. |

The course ends with a tour of Innovest, a local building https://www.innovest.dk/ which aspires to be a local lighthouse of knowledge, development and innovation. It accommodates offices for local businessmen- and women, innovation and education.

The students pitch their ideas here too. This time to e.g. local businessmen and/or politicians.

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Assessment	Formative assessment on ideas, the group work and the learning process is given on a regular basis during dialogue with the students individually or in smaller groups. Summative assessment: The pitches in class and at Innovest. On both occasions the students will receive feedback and at the very end receive a diploma which states that they have attended a course in basic innovation and entrepreneurship.

Name of the initiative and brief description	**Introduction to entrepreneurship** The course introduces students from vocational education in business startup and entrepreneurship
Description of the participants	Students from the Vocational educations
Duration of the initiative	The course took 6 months
Intended learning outcomes	Over the course of the program, students were introduced to the fundamental principles of entrepreneurship and business startup. They learned about different business models, marketing strategies, financial planning, and other key concepts related to starting and managing a business. Throughout the course, students also worked on several practical assignments designed to help them develop their own entrepreneurial skills and ideas. These assignments might have included tasks such as: Identifying a business opportunity and developing a business plan Conducting market research and developing a marketing plan Creating a financial plan and budget for a startup Pitching a business idea to potential investors or customers Developing a prototype or minimum viable product (MVP) for a business idea Analyzing case studies of successful and failed startups to learn from their experiences
Teaching and learning activities	In addition to these assignments, students have also had the opportunity to hear from guest speakers and take field trips to local startups or small businesses. These experiences would have given them a more in-depth understanding of the practical challenges and opportunities involved in starting and running a business.
Assessment	By the end of the course, students have gained a solid foundation in entrepreneurship and business startup, as well as developed their own ideas and skills related to starting a business.

Tuscany Region (Italy)

Introduction

This document is about the definition of the learning pathway addressed to youngsters who need to acquire and develop entrepreneurship skills and competences in order for them to improve active citizenship and professional skills enabling them entering the labour market as well as contributing to the community development.

Objectives

The aim of the document is to define the set of learning actions/initiatives and the related learning methods (formal, non forma, informal, embedded) that can support young people to play an active role in the local ecosystems they are part of.

For the purpose of this document young people are considered people aged 29 and over who are in the following conditions by choice or due to the lack of opportunities: not in education, employment and training[1] including, amongst the others, inactive, unemployed, drop-outs, disengaged and those searching for their personal and professional autonomy.

Moreover, for the purpose of this document entrepreneurship is conceived as a "transversal key competence" (European Commission, 2016). Based on that learning actions/initiatives are meant as any kind of activity, operations, actions designed for young people that are deemed necessary to reach specific learning outcomes connected to the entrepreneurship learning outcomes that are included in the Entrepreneurship Competence Framework (2016). In YESpecialists these learning outcomes are strictly related to the concrete activities or projects every young people decides to implement according to his/her own aspirations, interests, needs and in relation to the territorial needs and demands.

Learning theoretical assumptions

When defining the YESpecialists learning pathway and related syllabus we referred mainly to the following adult learning theories and approaches:

- constructivism
- social learning
- experiential learning
- self-directed learning
- transformative and impact-oriented learning (referred to individuals, communities, local systems).

The related assumptions are considered coherent with the YESpecialists purposes and aims. Assumptions considered are the following:

1. Experience seen as a source of learning for young people as they need to get concrete experiences and learn from that. So there is the need for "experts" that create experiences for them that can support youngsters in reaching the entrepreneurship learning outcomes;

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[1] We consider the variegated group of Neets and related sub-clusters. (Eurofound, 2016)

2. Actors of the local ecosystem need to actively participate with experts in building up experiences for young people in order for them to learn from any kind of activities, actions, operations as well as from any kind of relations they have and establish among different actors (major, public services, infopoints, tourism associations/prolocos, businesses, chamber of commerce, cultural infrastructures and so on);

3. This building process takes place in the frame of a given context and a set of (personal and professional) relations that both influence the way young people learn and set up their own sense-making (ie depending on the kind of networks they are part of young people create their sense of working together, their leadership style, their work ethic and so on);

4. This building process is a regular and ongoing process focused on changes and transformations of local ecosystems, actors of them, young people. This is not a matter of mere transmission of (technical) knowledge; indeed, it supports the creation of knowledge (in a wide sense) that   actors of local ecosystems accumulate, replace, define and further develop;

5. Experience has always a transformative effect. Learning is always influenced by the mass of   events occurring in the social process connected to the life and working conditions of individuals (young participants, institutional actors, productive subjects);

6. Social interactions are based upon complex social roles and tasks whose rules are often implicit;

7. Experiences we all live influence our learning process and the way we construct beliefs, values, knowledge, behaviours;

8. The way each of us live his/her own experiences is strongly affected by the way we interpret contexts where we live (workplaces, school, vocational training, families, towns, quarters, sports);

9. Young adults learn more and more effectively if they have clear learning goals, transparent learning outcomes to be achieved. They also learn as long as they are supported in developing their learning processes by their own and directing them towards their own interests and self-development aspirations (self-directed learning).

Institutional actors and each of the members of local ecosystems[2] play a key role in the development of entrepreneurship competences as they can provide young people with access to the wide networks, they are part of (rich, diverse, consistent networks). Furthermore, they can build learning experiences based on the local networks through which young people develop entrepreneurship competences. The level of proficiency will depend on

- the quality of networks   (Cedefop, 2022),
- the respondence of the networks to the individual aspirations and needs,

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[2] Including third sector organisations, volunteering, private businesses, public centres and services (i.e. information and guidance centres, museums, libraries, chamber of commerce, associations of any kind).

- the way networks are   being used by young people.

Differente kinds of "experts" play a specific role in the whole learning process of youngsters, they do not teach, more they support young people in achieving specific entrepreneurship learning outcomes.

The YESpecialists learning pathway and related syllabus (Tuscany region)

The YESpecialists learning pathways and connected initiatives have been designed considering all the theoretical assumptions provided above.

The entrepreneurship learning for young people has been structured in eight (8) phases. Phases are listed not in a linear way as there are phases that can occur more than once and in parallel with others (i.e. ongoing guidance can be parallel with other ongoing learning activities in order to avoid dropouts) (Figure 1).

Figure 1. Non linear YES entrepreneurship learning pathway.
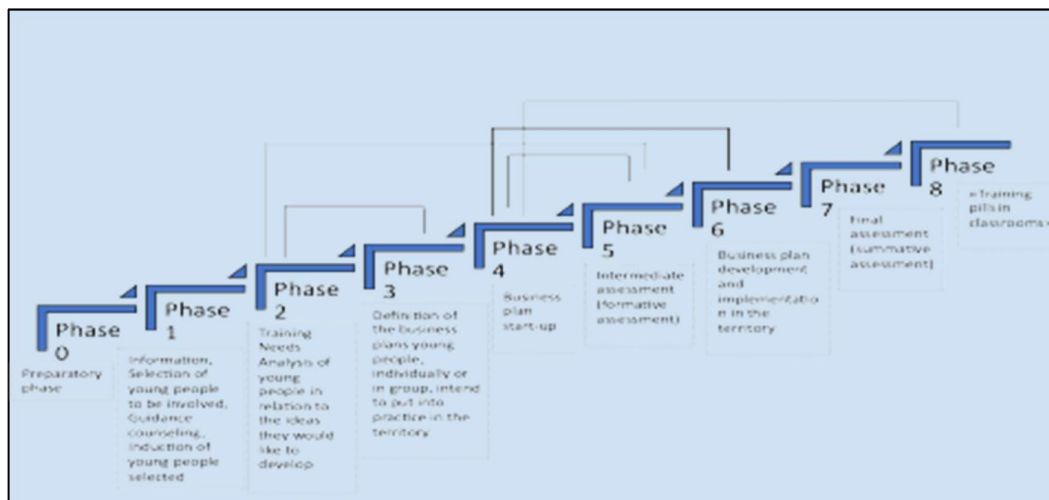
Each of the eight phases is structured in "initiatives[3]" (Table 1).

Initiatives are described in terms of

- Name of the initiative
- Duration
- Participants
- Learning Outcomes
- Reference to the Disciplinary and Transversal Dublic descriptors

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[3] See the YESpecialists Draft Syllabus format.

- Reference to the EntreComp Areas and Competences[4]
- Brief description (including learning methods, instruments, techniques, learning activities)
- Duration
- Assessment of each phase that is part of the learning pathway.

Phase 0

Phase content	Preparatory phase 0.1.Awareness raising among local stakeholders about their role for people and community development
Participants	Participants: Public and private local stakeholders (SHs) like the Major, businesses in the most relevant business sector for the territory (tourism, catering, food&beverage, youth services), VET providers, Upper secondary schools, Employment Centre
Duration	Duration: 5hrs
Learning Outcomes	Create preconditions on a local territory that are useful to stimulate and support young people in getting innovative ideas for their own development as well as for the local development. Encourage young people in getting innovative ideas and transforming them into actions that may generate economic, financial, social, cultural values for others in the territory (local, regional, national, international level)
EntreComp Framework	Area-Ideas & Opportunities. Related Competence: Valuing ideas. Area-Resources. Related Competence: Mobilizing others within the local ecosystem. Area-Into Action. Related Competence: Taking the initiative.
Dublin descriptors	Knowledge& Understanding local needs and demands. Making judgements on the most suitable way to connect local SHs for promoting youth entrepreneurship. Communication skills in relation to the local needs towards interested young people and other Shs.
Description	Each of the local ecosystem actors "learn" their mission, they are aware of it,

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[4] European Commission, 2016: 18-19

of the Initiative	and they want to contribute to the development of social innovation processes in the territory.
Assessment	Formative assessment: bilateral and/or group meetings with local stakeholders are used to get feedback from participants and members of the local ecosystem on the kind of idea(s) that can be developed in the territory. Summative assessment: ad-hoc networking. Participants will be part of ad-hoc local networks that can be useful for evaluating and developing their ideas.

Phases 1.1 and 1.2

Phase content	Information, Selection of young people to be involved,Guidance counseling, Induction of young people selected 1.1. Providing young people in the regional territory with information on the learning pathway available, expected results for individuals, communities, territories 1.2. Selection of young people to be involved in the learning pathway
Participants	Participants: young people interested in self-entrepreneurship and in developing their own business idea(s)
Duration	Duration: 6hrs
Learning Outcomes	1.1 Inform potential "participants" on the entrepreneurship learning pathway and related expected outcomes. 1.1 Support conscious involvement of individuals in the learning activities. 1.2 Select young people who are motivated in entrepreneurship education. 1.2 Avoid drop-out risk
EntreComp Framework	1.1 Area-Ideas & Opportunities. Related Competence: Ethical and sustainable thinking. 1.1 Area-Resources. Related Competence: Self-awareness and self-efficacy. 1.1 Area-Into Action. Related Competence: Taking the initiative. 1.2 Area-Ideas & Opportunities. Related Competence: Valuing ideas. 1.2 Area-Resources. Related Competence: Self-awareness and self-efficacy. 1.2 Area-Into Action. Related Competence: Coping with uncertainty, ambiguity, risk.
Dublin	Knowledge & Understanding local SHs, their fields of work, their business results and impact.

descriptors	Making judgements on the most suitable local stakeholder(s) that is(are) useful to start up entrepreneurship or to work for in the view of one's own business.
	Communication skills to get in touch with the SHs that are relevant for one's own business plan/idea.
	Making judgements on the possibility to start up one's own business with local SHs.
	Communication skills to discuss ideas, challenge, fears.
Description of the Initiative	Individual and Group interviews aimed at knowing the existing SHs in the territory. Additional interviews are taken with local SHs informing on who they are, what they do and their role in the learning activities.

Guided viewing (ie videos) on business activities carried out, outcomes achieved, impact produced, successes, failures, targets involved.

Selection is crucial for attracting people who are motivated and potentially interested in learning from the very beginning. Depending on the territory, selection may be carried out by individual interviews in 2-3 steps, assessment centre, simulations, role-playing, coaching. |

Phase 1.3

Phase content	Guidance counseling and training on YESpecialists learning opportunities, preparation and motivation of young people selected
Participants	Participants: young people interested in self-entrepreneurship and in developing their own business idea(s)
Duration	Duration: 6hrs
Learning Outcomes	Motivate youngsters in positive thinking, enhancing and sustaining, where feasible, their attitudes and behaviours.

Prepare youngsters in setting challenges, foreseeing possible failures, assessing risks of any kind.

Collect and share among youth information and knowledge about the actors and the kind of networks that are available on the territory and in the surroundings (public institutions and services, public and private organisations, public and third sector organisations, freelancers, competitors, potential "customers" and suppliers).

Put young people in conditions to answer questions such as: who can help me in knowing the local actual and future needs? with whom can I develop a new idea/business, a new service, a new product?

Build relationships with a diverse group of peers who can provide wide-ranging |

	insights into youth' business challenges and ideas.
EntreComp Framework	Area-Ideas & Opportunities. Related Competence: Valuing ideas. Area-ResourcesRelated Competence: Motivation and perseverance. Area-Into Action. Related Competence: Coping with uncertainty, ambiguity, risk.
Dublin descriptors	Knowledge & Understanding local SHs, their fields of work, their business results and impact. Making judgements on the most suitable local stakeholder(s) that is(are) useful to start up entrepreneurship or to work for in the view of one's own business. Communication skills to get in touch with the SHs that are relevant for one's to motivate them to work together in the short or medium term period.
Description of the Initiative	Focus groups that are managed and conducted to promote useful knowledge about the existing actors, services, products. Group interviews where young people (individually or in small groups) ask relevant stakeholders' information and advice for their ideas to be defined or to be developed. Individual and group interviews where young people are confronted on risks that might occur and the way they can be tackled. Testimonials through which encouraging innovative ways to tackle problems and learning error management (success and failure stories by peers).

Phase 1.4

Phase content	1.4. Induction of young people selected
Participants	Participants: young people interested in self-entrepreneurship and in developing their own business idea(s)
Duration	Duration: 6hrs
Learning Outcomes	Encourage youth's motivation and retention in the learning pathway. Encourage young people in getting familiar with the learning opportunities and the way they can benefit from them. Supportyouth sensemaking processes

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EntreComp Framework	Area-Ideas & Opportunities. Related Competence: Valuing ideas. Area-Resources Related Competence: Motivation and perseverance. Area-Into Action. Related Competence: Coping with uncertainty, ambiguity, risk.
Dublin descriptors	Making judgements on the most suitable local stakeholder(s) that is(are) useful to start up entrepreneurship or to work for in the view of one's own business. Communication skills to get in touch with the SHs that are relevant for one's to motivate them to work together in the short or medium term period.
Description of the Initiative	Group interviews aimed at making youth aware of the learning opportunities. Group discussion on how to get benefit from the learning opportunities in a short- and medium-term perspective. Guided tours around organisations that are part of the local, regional, and national networks. Online guided interview with potential international actors that might be involved in the business projects of young people
Assessment	Formative assessment: interviews and/or tour serve for informing and motivating participants in developing entrepreneurship ideas. Summative assessment: participants collect information and confirm (or do not) their interest in business' creation.

Phase 2

Phase content	Training Needs. Analysis of young people in relation to the ideas they would like to develop. 2.1. Analysis of individual learning demands and interests
Participants	Participants: young people motivated in setting up their own business in the short and medium term
Duration	Duration: 4hrs
Learning Outcomes	Investigate on individual learning needs, interests and expectations of young people. Help youth to realize their leadership potential. Extend youth's networks by being connected to executives and peers from various

	backgrounds, industries, and territories. Build relationshipson a local and wide level to achieve professional and personal goals.
EntreComp Framework	Area-Ideas & Opportunities. Related Competence: Valuing ideas; Ethical and Sustainable thinking. Area-Resources. Related Competence: Mobilizing resources; Mobilizing others. Area-Into Action. Related Competence: Coping with uncertainty, ambiguity, risk; Working with others.
Dublin descriptors	Making judgements on one's own skills and knowledge gaps. Learning skills to make one's own decision on the most suitable learning pathway to be taken.
Description of the Initiative	Individual and/or group interviews where youngsters express their aspirations in professional growth, fears, attitudes in reaching them. Local, regional, national, international network analysis.
Assessment	Formative assessment: participants will reflect on their needs and make them explicit during interviews

Phase 3.1

Phase content	Definition of the business plans young people, individually or in group, intend to put into practice in the territory 3.1. Collection of ideas from youngsters and creation of individual/group projects to be implemented in the territory
Participants	Participants: local SHs involved in supporting youngsters in building up their business ideas
Duration	Duration: 8hrs
Learning Outcomes	Match interests and ideas of young people with actual and future local, regional, national, international needs on the local level. Carry out the feasibility study aimed at checking the responsiveness of ideas in the territory of interest.

EntreComp Framework	Area-Ideas & Opportunities. Related Competence: Creativity. Area-Resources Related Competence: Self-awareness and self-efficacy. Area-Into Action. Related Competence: Working with others.
Dublin descriptors	Knowledge and Understanding of the ideas that come out of the youngsters' aspirations. Making judgements on the feasibility of the business ideas and on the most suitable path to be undertaken to have them implemented on a short & medium term. Communication skills to discuss with youngsters the feasibility of their business ideas.
Description of the Initiative	Focus groups to be taken with relevant local stakeholders that might be interested in joining the ideas' implementation and supporting the further development (i.e. as financial supporter, promoter, marketing advisor, etc.)

Phases 3.2 and 3.3

Phase content	3.2. Negotiation of the business plan with each individual (in group or individually) 3.3. Personalisation of the learning activities aimed at youth' business plan implementation
Participants	Participants: local SHs involved in supporting youngsters in building up their business ideas
Duration	Duration: 8hrs
Learning Outcomes	3.2 Negotiate the business ideas. Define the sustainability and feasibility of the business ideas considering both individual learning demands and needs of the territory 3.3 Encourage young people in the implementation of the projects/ideas. Encourage the possibility for individuals to determine one's own professional and personal development by setting up learning conditions and resources to avoid dropouts

EntreComp Framework	3.2 Area-Ideas & Opportunities. Related Competence: Vision. Area-Resource Related Competence: Motivation and perseverance (towards the others). Area-Into Action. Related Competence: Planning and management. 3.3 Area-Ideas & Opportunities. Related Competence: Vision; Ethical and sustainable thinking. Area-Resources Related Competence: Self- awareness and self- efficacy. Area-Into Action. Related Competence: Coping with uncertainty, ambiguity and risk
Dublin descriptors	3.2 Knowledge and Understanding of what a business plan is, how it is made of, the sense of it in a self-entrepreneurship project. Communication skills on any financial and economic barriers that might hinder the business ideas. Learning skills for overcoming obstacles and barriers. 3.3 Making judgements on individual needs, aspirations, plans for future professional development
Description of the Initiative	3.2 Group interviews with local stakeholders on contents of the projects, duration and timing for the implementation, places for implementing the project and related activities, costs, expected outcomes for individuals, communities, territories. 3.3 Mentoring, peer learning activities, group or individual coaching

Phase 3.4

Phase content	Definition of the business plans young people, individually or in group, intend to put into practice in the territory 3.4. Co-construction of the business plan with young participants
Participants	Participants: local SHs involved in supporting youngsters in building up their business ideas and young people interested in self-entrepreneurship and in developing their own business idea(s)

Duration	Duration: 9hrs
Learning Outcomes	Create youth' business development plans. Construct youth' business plans considering one's own strengths and weaknesses as well as potentialities of the local, regional, national territory. Leverage networks and ecosystems to share risks and increase reach of the youth's projects/ideas.
EntreComp Framework	Area-Ideas and Opportunities. Related Competence: Vision; Valuing ideas. Area-Resources. Related Competence: Financial and economic literacy; Mobilising others. Area-Into Action. Related Competence: Planning and Management; Working with others.
Dublin descriptors	Knowledge and Understanding of the business plan (what it is, the meaning, contents, how to prepare it) Learning skills on how to monitor, update and revise the business plan
Description of the Initiative	Mentoring, tutoring, team coaching sessions, peer learning activities are used for the situated skills that are needed for the ideas' development on a local, regional, national, international level
Assessment	Summative assessment: drafting an idea of business plan for entrepreneurship

Phase 4

Phase content	Business plan start-up 4.1. Start-up and targeted guidance and support
Participants	Participants: young people motivated in setting up their own business in the short and medium term
Duration	Duration: 4hrs
Learning Outcomes	Support the start-up of the business plan of each participant. Reinforce self-esteem and awareness of one's own capacity of self-entrepreneurship.

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EntreComp Framework	Area-Ideas and Opportunities. Related Competence: Valuing ideas.
	Area-Resources. Related Competence: Motivation and perseverance.
	Area-Into Action. Related Competence: Coping with uncertainty, ambiguity and risk.
Dublin descriptors	
Description of the Initiative	Group interviews with individuals and local stakeholders
Assessment	Summative assessment: actions taken for business plan' start-up

Phase 5

Phase content	Intermediate assessment of the business plan development
	5.1. Ongoing assessment of the ideas development
Participants	Participants: young people motivated in setting up their own business in the short and medium term
Duration	Duration: 4hrs
Learning Outcomes	Check on the ongoing development.
	Encourage youth in making adjustments that might be needed for the success of the project implementation.
	Propose improvement of the project ideas
EntreComp Framework	Area-Ideas and Opportunities. Related Competence: Valuing ideas.
	Area-Resources.
	Related Competence: Motivation and perseverance; Mobilising others.
	Area-Into Action. Related Competence: Learning through experience.
Dublin descriptors	Knowledge and Understanding of monitoring the business plan

Description of the Initiative	Individual/group counseling and advice on business plans 'improvement.
	Actions taken by individuals for their projects' implementation improvement
Assessment	Summative assessment: assessment of results achieved after the business plan'start-up

Phase 6

Phase content	Business plan development and implementation in the territory
	6.1. Development of the business plan in the territory chosen by individuals
Participants	Participants: young people motivated in setting up their own business in the short and medium term
Duration	Duration: 14hrs
Learning Outcomes	Develop the business plan in all its components by youth
EntreComp Framework	Area-Ideas and Opportunities. Related Competence: Ethical and sustainable thinking.
	Area-Resources. Related Competence: Mobilising resources.
	Area-Into Action. Related Competence: Working with others.
Dublin descriptors	Learning skills on how to implement the business plan and with whom
Description of the Initiative	Action learning.
	Collaborative learning activities.
	Local, regional, national networking
Assessment	Summative assessment: kind of territorial and sectoral networking activated on a local level in relation to the business idea

Phase 7

Phase content	Final assessment of the business plan implementation 7.1 Learning outcomes assessment in relation to the whole learning pathway of young people
Participants	Participants: young people motivated in setting up their own business in the short and medium term
Duration	Duration: 4hrs
Learning Outcomes	Monitor the learning pathway implementation and the learning outcomes progression/achievement of young people. Inspire others to do their best work and create value for the territory. Monitor the projects implementation in the territory and the way each of them met local demands
EntreComp Framework	Area-Into Action. Related Competence: Learning through experience.
Dublin descriptors	
Description of the Initiative	Interviews with young people and the outcomes in progression. Self-evaluation questionnaire. Evaluation questionnaire addressed to relevant stakeholders involved in the project implementation of young people
Assessment	Summative assessment: role of the actors of the network in the frame of the business idea implementation

Phases 8.1 and 8.2

Phase content	"Training pills in classroom" 8.1. Business ethics and sustainability 8.2. Innovation and creative thinking

Participants	Participants: young people motivated in setting up their own business in the short and medium term
Duration	Duration: 5hrs
Learning Outcomes	8.1 Define business ethics, principles and values in relation to behaviours and abilities that are required to produce value for individuals, community, business. Create business sustainability culture, strategy, pillars. 8.2 Overcome personal obstacles/blocks in developing creativity. Increase one's own ability to be a promoter of problem analysis and creativity
EntreComp Framework	8.1 Area-Resources.Related Competence: Financial and economic literacy. 8.2 Area-Ideas and Opportunities. Related Competence: Creativity.
Dublin descriptors	
Description of the Initiative	8.1 Simulations in writing, communicating, and marketing a sustainability plan. Case studies, small group discussions, individual or group exercises 8.2 Laboratories aimed at acquiring creativity techniques and their utilization.
Assessment	Summative assessment: questionnaire and/or self assessment. Learners will evaluate the best use to make of the knowledge developed for the implementation of their idea(s).

In Santa Fiora the test of the 8 steps to become young entrepreneurs begins

We have started the process of guidance and support in the development of a young entrepreneurial idea involving students of the "Economic Technical Institute - Administration Finance & Marketing "E. Balducci" of Santa Fiora as well as young people having already completed their school and academic career.

Phase 0 - Preparatory phase

Duration: 7hrs

Dates: 10-11-and 14-15 February 2022, 09-28 March 2022, 13 May 2022

Participants: Tuscany Region, Municipality of Santa Fiora, University of Siena, Microcredito National Agency, Arcidosso Employment Center, Heimat Training Agency, ADF – Acquedotto Santa Fiora, Cerinella Creazione Eventi, Progetto Lavoro Amiata, ASEA Association. Brief description of the activity carried out: Organization of a working group to create in the Amiata area the preconditions that are useful to stimulate and support young people in getting innovative ideas for their own development as well as for the local development.

Duration: 3 Months
Dates: February-April 2022

Brief description of the activity carried out: Filling in of the questionnaires on entrepreneurship competences by young people giving us information about: their perception on the image and role of entrepreneurs in our society, their knowledge on the opportunities in the area for innovative work experiences, their perception of their own entrepreneurial mentality, their experiences related to the world of entrepreneurship and innovation.

Phase 1 - Information, Selection of young people to be involved
Duration: 2 Months

Dates: July and August 2022 (but still ongoing)

Participants: Tuscany Region, Municipality of Santa Fiora, University of Siena, Microcredito National Agency, Arcidosso Employment Center, Heimat Training Agency, ASEA, "Economic Technical Institute - Administration Finance & Marketing "E. Balducci" teachers and students, youngsters.

Brief description of the activity carried out: Identification of young participants with the help of local Stakeholders.

Information about the entrepreneurship learning pathway and related expected outcomes, provided through the members of the Working Group. Support conscious involvement of individuals in the learning activities. In the high school involved in the project, the teacher illustrated the activities and carried out an initial screening of possible participants. Furthermore, thanks to informal contacts and with the support of the Employment service, we identified other young people (out of school) with a business idea to be involved in the YES activities. So we came to the selection of the young people to be involved in online meetings

and interviews. The interviews were useful to collect their points of view and their requests (including a face-to-face meeting with local Stakeholders where there is the possibility to ask questions) as well as to motivate them and to share among youth information and knowledge about the actors and the kind of networks that are available in the territory and in the surroundings. From the analysis of the results coming from the interviews/meeting with students and young people, we selected the group of youngsters who would participate in the following activities

Phase 2 - Training Needs Analysis of young people in relation to the ideas they would like to develop

Duration: September- October 2022 (but still ongoing)

Participants: "Economic Technical Institute - Administration Finance & Marketing "E. Balducci students, young entrepreneur, University of Siena and Tuscany Region

Brief description of the activity carried out: An analysis of training needs of the youngsters involved was carried out through online meetings, for investigating on individual learning needs, interests and expectations of participants, for helping them to realize their leadership potential and to extend youth's networks by being connected to stakeholders and peers from various backgrounds. The young entrepreneur, for example, has succeeded in extending his relationships on a local and wide level to achieve professional and personal goals.

Phase 3 - Definition of the business plans young people, individually or in group, intend to put into practice in the territory

Duration: February 2022 and beyond Brief description of the activity carried out: Focus groups involving the young people selected and relevant local businesses are being organized in the month of February to match interests and ideas of the Duration: February 2022 and beyond Brief description of the activity carried out: Focus groups involving the young people selected and relevant local businesses are being organized in the month of February to match interests and ideas of the

FabLab

The fab lab is a living lab, a laboratory of shared technological experiments aimed to reused and rehabilitate the old and not-used buildings of the municipality. The fab lab is thinking about the digital fabrication (from educational robotics to 3D printing or from teaching code to activities based on STEM), about the governance processes between all the members of the rural area communities such as NGO, business sector, schools, young people involved and the civil society in general, the activities that will take place in this place.
The youth people and the community can use the fab lab for different daily activities in the place: repairing / crafting association, recycling stand, music bands training room, 3d printing, garden and agriculture workshops, cooking etc …

Key conditions for success
Real citizens, local organisations involvement and Local political support. The place should be designed to offer activities for the young people of the rural area and to inspire them.

Key steps for activity implementation
The first steps should be dedicated to study and diagnose, both on the needs of the territory and architectural possibilities of old and available buildings in your local communities.

Resources needed
Place on disposal, Financial resources for place rehabilitation, Human resources for project coordination (1 person partially dedicated).

Step by step fab lab
The environment where the workshops and the activities of the fab lab are carried out is of fundamental importance. Space is important because it helps the activity to develop, so it should be well-equipped to motivate the participants and to be a good place of creation and communication. The space must be as comfortable and attractive as possible for young people and the people who frequent it. Some tips and tricks on the various aspects to take into consideration once a fab lab has been created.

Participants
We have to take into consideration who our participants are. An activity with children is different from an activity with teenager and therefore it will be necessary to use different techniques to stimulate the participants.
- When we organise events we must also take into consideration the content and purpose of the workshop;
- set a calendar with the activities and make adequate publicity for the event;
- make a list of the material to be used
- define the budget and costs of the event and how much to request from the participants;

There are generally several types of participants. Some more motivating and with more energy, others more passive and more involved.

In defining the working groups we should try to equally divide the young people with more energy with those less motivated in such a way that everyone is stimulated and involved. The activities and the organisers must be able to involve all participants including young people with disabilities or learning problems.

In Ringkøbing-Skjern municipality, the industrial technology centre runs a network for apprentices. The maker group gives young apprentices a network among other young people, with a focus on product development, new technologies and knowledge of local businesses.

Even gender can sometimes affect the degree of participation and therefore we must create a comfort zone that allows everyone present to be able to participate without fear and in a serene and spontaneous way without excluding anyone.

For this reason the activities must be calibrated according to the participants and their experience as excessively complex activities can frustrate participation and create frustration and demotivate the participants themselves.

On the contrary, simpler and gradually more complex activities after having learned the basic rudiments stimulate and make the young people involved more interested.

Event

Participants must be actively involved from the start and understand what are the main activities that will be carried out;

- different techniques, methods and instruments must be used to make the activity attractive;

- no one should feel excluded during the activities or if there are people who in a series of events decide to abandon them we must ask ourselves the question why they no longer participate?

- For example, in some workshops it may be that some people do not feel comfortable due to gender, age or the things they deal with and therefore we need to understand how to make these people feel comfortable and how to guarantee them the opportunity to participate;

- Participants must be able to interact with each other and with trainers;

Prepare the space

The space inside the fab lab should be as welcoming and familiar as possible. We need to be sure that the material and tools present allow young people and users to do projects in different areas such as art, crafts, music, science, technology, cooking and agriculture. The subdivision of the spaces must take place by thematic areas designed for specific activities.

Tools and material must be clearly visible and placed on shelves or work tables that allow for easy identification of the material.

Order and cleanliness of the spaces

All participants must be involved from the outset in the correct use of tools and spaces, in their maintenance and cleaning. Only with a responsible use of things and with the active involvement of young people in these activities will it be possible to guarantee a lasting and functional use of tools and the fablab. Perishable material must be properly recycled or disposed of in an environmentally friendly manner.

Fablab activities

3D printing is a technology with which physical objects can be created starting from a digital 3D model that can be created thanks to 3D modeling software. This activity allows children to use technical drawing software and to create artistic and commonly used objects that could also be sold to support the activities of the fab lab.

Laser cut

Laser is a technology used for cutting many materials. This technology is characterized by precision, speed and the possibility of creating models with customized writings and shapes starting from a digital model created through software.
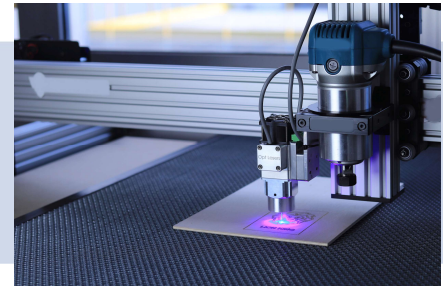
Cutter CNC

The CNC milling cutter is an electronic device-tool whose movements are controlled by a computer, with which different materials (iron, wood, plastic, etc.) are processed, using a subtractive digital manufacturing technique.

Tools

Column drills, grinders, sanders, screwdrivers, and many other useful tools for the realisation of your ideas!

In addition to the typical technological tools, it is good that there are also other environments such as a garden where it is possible to create vegetable gardens, or the cultivation of medicinal or other plants that can be used for the preparation of evenings or events. A kitchen to carry out creative-culinary activities.
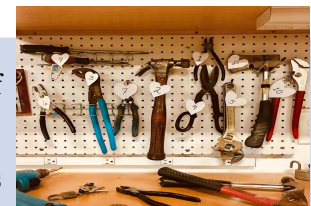
<u>Some rules for creating an engaging environment</u>

1.Create emphasis
The first rule is to generate expectations, emotions and interest in activities. Those who organize the activities must ask the participants what they expect and resolve any doubts to avoid creating false expectations and doubts.

2. Define activities
The activities must be explained step by step to the participants. All instructions, precautions and rules must be given to carry out the activity correctly. The use of videos or slides to explain the activities can facilitate learning. If it is not the first session it is advisable to make a brief summary of the previous activities.

3. Design
Before starting the activities Participants must organise themselves into groups. Deliveries and materials must be provided to all participants.

4.Prototype
Participants will have to discuss the emotions that generated the activity, the strengths and weaknesses, the results achieved and what they have learned. This kind of activity can help organisers get feedback and advice on how to improve activities.

5.Test
The prototype is tested and the necessary corrections are made. If the activity will continue in another session, it is advisable to define which steps have been achieved so far and which will have to be developed, make a calendar of activities and set times for achieving the objectives.

Related project link:
https://fablab.muse.it/
https://www.interregeurope.eu/find-policy-solutions/stories/fab-labs-a-flexible-policy-tool-for-place-based-challenges
https://www.interregeurope.eu/news-and-events/news/fablabs-and-makerspaces

Practical example of fab lab and good practices "Educational regenerative workshop"

ABCD model – Sagron Mis childood school urban regeneration. Summer 2020- 2021

In 2021 the "Youth Plan" of Primiero financed the project "Educational regenerative workshop", proposed by the Pro Loco of Sagron Mis, the smallest and most isolated village of the Primiero Community and the farthest from the province main city, Trento, and borderland with the Veneto region, in particular with Gosaldo and the Agordino area in the Belluno province.

The municipality has a social dimension that is more and more related to the demographic and generational gap, leaving it almost helpless in front of the lack of renewal.

The age of the inhabitants is increasing and with it, the community is losing the recollections that connect it with its past and that could be transformed into a useful instrument for the social, cultural and touristic promotion of this small local reality.

Handling a project in Sagron Mis is like entering into a small world, where future has not yet been traced. Decreased birth-rate, depopulation, difficult structural and web connections are just some of the obstacles; regenerating places, relationships and perspectives is almost becoming a race against time.

Countertrend compared to many other local mountain realities, 7 out of 11 members of the new board of the Sagron Mis Pro Loco are young people under 35 years old: a positive trend that gives hope as a mid-term investment in their own territory, and that led these young board members to be involved in different ways, also in gaining the skills for the management of the project itself.

The promoters organised "Camposaz", a workshop on architecture: young professionals planned and worked together, also with local artisans, to realise a wood self-construction one-to-one scale workshop, working on the spaces of the structure and realising simple movable and modular structures, based on specific subjects with the goal of promoting landscape and/or context.

The contact person of the association Camposaz promoted the opportunity of this educational workshop to the comprehensive school of Primero, in particular to the students of the last year of the surveyor school. Architecture students as well as other local young people involved in other activities related to architecture have been contacted.

At the end of July, the real workshop started with a full day of sharing ideas and planning. Some spokespeople of the association Camposaz and three young local people involved in the project met with a representative of the town management and a group of representatives of the Pro Loco board. The goal was to collect all the elements that could be useful to define the

regeneration project of Sagron Mis former nursery school main room. During the meeting, suggestions and recommendations of the people involved in the initial meetings of 2020 related to the building have been reported, as well as thoughts and references on cultural and traditional aspects of the territory.

After the meeting during the afternoon, the team worked to draft a project on the multi-functional use of the space; the results of the first planning phase have been presented during a small event at the Sagron Mis Pro Loco association. During the following days the project has been shared with the whole board and some managers, it has been improved and partly digitalised by the people involved with the help of expert architects of Camposaz.

Four days after the initial planning, between August 5h and 8th, the team met again in Sagron Mis for the realisation of the project, involving about ten young professionals, almost all of them aged less than 35: a good number considering that the event took place during the summer season and this reduced the participation. During the three days of work, it emerged that the concept of "regeneration" reached not only the participants, but also the citizens that passed by to see the transformation that was happening, intrigued by the bustle in the building, unused for a long time.

The management of the hospitality aimed at involving the inhabitants, at the realization of life moments and involvement in the context of the young non-professional students who had shown interest. Food has partly been offered and produced by the population: some citizens prepared lunches, dinners and snacks, also with the support of the party planning committee; for the meals that were not prepared by the population, the local restaurants were involved, also as a gesture of attention to those realities strongly damaged by the pandemic crisis.

This procedure led to an integration between project, professionals and young people with the context, creating an involvement, also emotional, with the place and the people who live there.

The conclusion of the workshop and the launch of the new space have been of great interest for the population: many different Pro Loco volunteers and inhabitants worked together before opening to the public, during the phase of completion of the work and preparation of the event spaces, as well as for the buffet preparation,

At the opening ceremony, Pro Loco and Camposaz representatives, as well as the mayor of Sagron Mis, had a speech in front of a parterre of inhabitants and vacationers.

Members of the board as well as some young people, inhabitants, Pro Loco and a volunteer of the civil service took part in the organisation and realisation of all the aspects of hospitality, bed and board for all the workshop participants. For this reason, it is important to underline how the collaboration with the Youth Services brought to a connection of the Pro Loco with another project promoted by the Local Youth Plan of Primiero, thanks to which a young girl from Sagron Mis had the opportunity to take part in a summer employment project and create a strong experience within the Pro Loco association. This volunteer became an active part in this project, always present in all the phases, both as organiser and as participant, gaining new skills.

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Erasmus+ Programme
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During the month of August the outer space of the nursery school and the inner room have been used for some moments of opening to the community: breakfast, info point and a photo exhibition of the nursery school when it was still active, enhancing the elements created and realising in this way the redefinition of the building in a new social and cultural dimension, being it an architectural variable dimension, depending on the developments of the redevelopment project. The activities have mainly been carried out by young volunteers and Pro Loco helpers. Among the possible actions of the central elements of the project, there was the realisation of strategic training moments; in July a training event was therefore organised in collaboration with the Tourist Board of San Martino di Castrozza and Primiero, aimed at young people in the area and at those who work in tourism, to get to know the territory and be able to "recount" it, promoting walks, activities and products.

This opportunity brought to a collaboration with the Tourist Board, whose Director also participated as a trainer and an initial collaboration with the Pro Loco of Gosaldo, that helped collecting materials and promoting the initiative. These have been useful to create Info Points, one of which is at the former nursery school, also with the help of young people to give tourist information and to support B&B to have promotional material to give to their guests.

During the month of November the project has also been presented at the "Meeting 2021" of the association Camposaz, at which members of the board as well as the representatives of all the realities involved in workshop projects in the last 2 years took part.

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https://www.facebook.com/workshopcamposaz/photos/pcb.2989063301335650/2989034521338528

How to organize a training workshop

Organizing a workshop means designing and giving shape to an interactive, dynamic and engaging meeting. Compared to the seminar activity, it presents a more collaborative dynamic, able to involve participants in practical activities, based on the nature of the event. Starting a workshop means following the project from the concept phase to the end, and even after the participants and trainers have gone home, as we will understand later.

These are the steps to follow:

1. **Analyse the needs and motivations of participants** taking into account their number and also personal factors, cultural and language differences. On the basis of these factors, the themes, the speakers and the most relevant activities for the final participants must be identified.

2. **Define the process, i.e. the various stages of the workshop**. Therefore, focus on what to do and how to develop the various activities. First of all we should structure the agenda in 4 main blocks distinguishing the introduction, familiarization among participants, the main activities to be carried out, reflections and considerations.

Duration	Type	Name	Short description	Notes
Block 1: Introduction				
Block 2: Icebreakers & Energisers				
Block 3: Main activities				
Block 4: Reflections				

It is essential to define how much time to dedicate to the various blocks on the agenda and how to carry out the various activities within each block. Another relevant aspect is the work location; the space should put the participants as well as the trainer at ease. It must be comfortable, equipped with the necessary equipment so that the audience and the trainer can interact smoothly. Organizing the entire process means planning activities rationally in such a way as to avoid misunderstandings and create the best possible context to make the workshop productive. Based on the number of participants, it will be useful to divide them into small groups to ensure a correct and profitable performance of the activities; participation will be stimulated if groups are mixed numerous times, and the creative and interactive flow will continue according to plan. Obviously, depending on the type of activity, these suggestions may or may not be used. As a matter of fact, in case the workshop involves the presentation of a project in a company or research centre, the main activity will be linked to listening, understanding, in-depth study and site visit of the structure.

3. **Role of the trainer/mediator.**

This figure, as a knowledge worker, will mediate between the topic of the workshop and the public in order to make contents and methods of explanation more understandable. He/she will have to manage the timing within the workshop in a very dynamic way. The phases of individual and group intervention, in which the trainer will explain the starting points, must alternate with discussions, Questions & Answers, group activities. The moments of frontal exposure of the trainer must be based on power points, videos, fever pitch, post it, posters and other materials available.

At the end of the workshop, it is advisable to ask participants for feedback: perhaps you have to fill out a short and non-binding questionnaire, so as to have feedback and to be able to improve the organization of future activities. As already pointed out, a workshop is a dynamic and participatory training activity, and also the final stages of leave and recommendations will be an integral part of it.