



Entrepreneurship & Youth Empowerment

Competence Based Development Programme for Social Inclusion and Employment

Handbook for Entrepreneurship & Youth Empowerment for Youth Workers





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PRESENTATION OF THE ORGANIZATION

PROACTING – Association for the Promotion of Entrepreneurship and Employability (a non-profit association), was born in Porto, in 2019, by the hand of a group of people from three ecosystems: the Entrepreneurial, the University, and the Youth.

PROACTING intends to be a facilitator of interaction between companies and entities of the SCTN (National Scientific and Technological System), thus enhancing the entrepreneurial dynamics of opportunity over the entrepreneurial dynamics of necessity and the qualification of youth employment.

More than fostering interactions, PROACTING intends to be an active agent in the promotion of a HUB that brings together the different sensibilities in a single innovation ecosystem, with a strong influence on social innovation.





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Although the conceptual framework in which we intend to act is one of qualified leverage, we will not cease to have as a constant focus young people who for various reasons present a framework of fewer opportunities to achieve their goals, actively seeking contexts and solutions to provide their active participation and personal and social development – we are all important, we can all be useful, we are all necessary.





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PRESENTATION OF THE PROJECT

Problem and Needs

In a rapidly changing world, youth gaps are a growing reality. Lack of key competencies for lifelong learning, entrepreneurial mindsets, and attitudes and guidance hinder the integration of young Europeans into the labor market and society.

As a direct and indirect effect it increases:

- No. of young people experiencing social exclusion and disintegration: in 2017, the social exclusion risk rate for young people aged 16–29 was 27,7%. For the EU(28) this figure corresponded to 21.8 million young people (source: Eurostat);
- No. of young NEETs: in the EU(28), in 2017, the rate of young NEETs was 17.2% (source: Eurostat);
- No. of young unemployed people: in the EU(28), in 2017, the unemployment rate for the 15–24 age group was 20.2% and for the 25–34 age group was 25.4% (source: Pordata).





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And add situations such as integration in precarious jobs and socially deviant behavior (e.g. radicalization of behavior and violence). The scenario worsens when we talk about under-represented social groups such as ethnic minorities and migrants who face greater difficulties of social and professional insertion.

We identify, in this context, an important and neglected social problem:

- Social exclusion of young people and disintegration in the labor market as a consequence of the absence of key competencies for learning lifelong learning and entrepreneurial thinking and attitudes.





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Objectives

1. To promote the empowerment of young people through the development of key competencies for lifelong learning and the adoption of entrepreneurial thoughts and attitudes;
2. To promote youth entrepreneurship, through the transfer of knowledge and methodologies, methods and tools for starting new jobs;
3. Promote the social inclusion of young people, including socially under-represented groups (such as ethnic minorities and migrants), by creating opportunities and training for labor market integration;
4. Promote the empowerment of social agents (such as youth workers, trainers, teachers, etc.) for social inclusion work and youth entrepreneurship;
5. To promote the potentialities of the NFE methodology in the training and in the personal, social and professional development of young people;





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6. Providing educational institutions with skills for the incorporation of complementary actions to formal education for the personal, social and professional development of personal, social and professional development of young people;
7. To share existing good practices based on the intervention programme for the development of key competences for lifelong learning and adoption of entrepreneurial thoughts and attitudes that is the transition bridge between education and the labour market.





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Needs

- 1.To encourage the discovery of the potential of the young generations, so that they become more capable, aware, entrepreneurial, and highly skilled in adapting to social evolution and change;
- 2.To encourage the effective, efficient, and innovative intervention of institutions in internal and youth empowerment;
- 3.To promote access to opportunities, namely social and professional, with the proper guidance and transfer of common values and knowledge;
- 4.To create a program highly comprehensible and understood by all social agents, with potential for adaptation, scalability, and institutionalization.





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Results during the project

1. Compilation of knowledge, experiences, and current good practices that promote the resolution of the social problem;
2. Methods and tools for developing key competencies for lifelong learning and adoption of entrepreneurial thoughts and attitudes by young people based on NFE (complementing FE and EI);
3. Methods and tools based on tested practices with young people;
4. Personal, social, educational, and emotional competencies;
5. Competences of the reference framework of the EU Council Recommendations.





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Results end of the project

In addition to all the results addressed above, it is expected:

- Materialization of the project in a tangible result:
 - 1.EYE – Entrepreneurship & Youth Empowerment: Manual;
 - 2.EYE – Entrepreneurship & Youth Empowerment: Manual for Youth Workers;
- Materialization of materials for dissemination of results and the Erasmus+ program.





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Innovation

The word “innovation” is derived from the Latin verb *innovare*, which means to renew. In essence, the word has retained its meaning up until today. Innovation means to improve or to replace something, for example, a process, a product, or a service. In the context of companies, however, the term needs a definition. The creation of value is a defining characteristic of innovation.

Organizations have several options to increase their competitiveness: they can strive for price leadership or develop a strategy of differentiation. In both cases, innovation is essential.

- Companies that choose price leadership must secure their long-term competitiveness by developing innovative, highly efficient processes. Process optimization and continuous improvement in terms of costs are important for them.





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- Companies that strive for a differentiation strategy need innovation to develop unique distinguishing features from their competitors.
- Many start-ups launch their activities by developing an innovative product or service.

Continuous innovation is, therefore, crucial for all companies. The main difference is in the focus of the innovation strategy, which varies considerably from company to company.





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Factors of innovation of the EYE project:

1. Sharing of practices, methods, and tools that incite the development of key competencies for lifelong learning and the adoption of entrepreneurial thoughts and attitudes of the target group.

How? Through the constitution of a consortium highly experienced, qualified and skilled for the themes, objectives, and methodologies of the project; through the inclusion of stakeholders who may be investors in the projects developed and through the implementation of activities that appeal to the active, conscious, critical and enterprising participation of the target groups.





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2. Appropriation of basic scientific knowledge – studied, tested, and validated in areas from social, entrepreneurial, and social innovation, to education to education, economics, engineering, etc. – which have made it possible to identify the problem, the needs and to outline the objectives, define the activities, results, and impacts.

How? Through a phase of research and identification of studies and practices currently implemented and through communication with elements of the identified areas who, through debate and active sharing of knowledge, contributed to the identification of the problem and needs..





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3. Methodologies transversality, in order to highlight the potential of each one to solve the social problem.

How? By incorporating the NFE – and all the character dynamics that encourage personal and social development, such as the get to know, ice breakers, group dynamics, reflection, sharing, debate, active construction of knowledge, personal and group evaluation, etc. – so that gaps in PE can be worked on; through the recognition of NFE in the development of skills and entrepreneurial attitudes adjusted to one's personal rhythm, expectations, and goals; through the appropriation of EF for the co-creation of materials, which are understandable and based on real knowledge and through the appropriation of EI in group dynamics so that European social values are recognised and transferred.





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4. Particular focus on under-represented social groups that face higher social and labor market exclusion situations compared to their peers. Specifically, when analyzing the youth unemployment rate, in the EU(28) in 2017, we find that the population of European origin was 16.2%, for the migrant population born in the EU it was 16.5% and that for the migrant population born outside the EU the rate increased significantly to 27.1%. When analyzing the development of early leavers from education and training for the group aged 18–24-year-olds in the EU(28) between 2008–2017, we find that young people born in a foreign country or foreign citizens are generally at higher risk of dropping out foreign citizens are overall at higher risk of leaving education and training before having completed upper secondary level (source: Eurostat)





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How? By promoting an intervention that is apt and adjusted to the current trend (and EU priorities) of integrating young people belonging from under-represented social groups and supporting the adaptation of higher education institutions to this change; through the linguistic cultural and social adaptation of the program through translation and support in creating and interpreting the content and materials developed; through regular monitoring and support in labor market integration and through the involvement of stakeholders who can be a vehicle for insertion of young people belonging to groups under-represented in the labor market.





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5. Tangibility of and free access to contents, materials, and results. The intention is to ensure that everyone, without exception, has free access free and open access to the content and materials produced so that they recognize the project, the results, and potential social impacts and the Erasmus+ program. Thus, they will be able to replicate the intervention and continuously generate new results and social impacts.

How to do it? Sharing the content, materials, and results on free, easily accessible, and understandable websites and platforms (for example, Erasmus+ results dissemination platform, etc.) and linguistic adaptation of them.





PARTNERS OF THE PROJECT

1. UNIVERSITY OF PORTO

Founded in 1911, UPORTO is one of the largest higher education and research institutions in Portugal with 31.309 students (19% international, including mobility), 2.436 academics & researchers, and 1.576 administrative staff. It is one of the best-positioned PT HEI in national and international rankings: Times Higher Education 2018 (401-500); QS 2018/19 (328); Leiden 2018 (145); NTU 2018 (218).

It has 14 Faculties, 1 Business School, and 60 Research Units located in 3 campuses within Porto. U.PORTO is the most south-after PT HEI among the PT applicants to the HE System (1.72 applicants per available vacancy). UPORTO is the leading producer of science in Portugal, responsible for 24,8% of the scientific production in PT.



PARTNERS OF THE PROJECT

2. DOREA EDUCATIONAL INSTITUTE WTF

DOREA Educational Institute is a non-profit NGO established in 2012 in Cyprus.

DOREA Educational Institute's general scope is to offer high-quality non-formal education for youth and adults, covering the three main areas of conformal education, which are socio-cultural (popular) education, education for personal development, and professional training. The professionals working at DOREA, both as staff and external trainers are specialized in delivering excellent and feasible solutions for those who wish to continue personal and professional development through life-long learning educational programs.



PARTNERS OF THE PROJECT

3. PAR INSTITUTE

PAR Institute for developing lifelong learning (PAR Institute) is a non-profit organization founded in 2013. to promote the culture of lifelong learning, develop new educational programs, and encourage individuals to recognize their potential, abilities, and skills through education, information, and involvement in decision-making processes. The PAR Institute's focus is a youth education and education of other community members as its primary goal: the development of civil society through lifelong learning. On those grounds, PAR Institute has developed its philosophy relying on entrepreneurship education and lifelong learning to mitigate the consequences of unemployment and make all citizens seeking work and productive expression competitive at the labor market.



PARTNERS OF THE PROJECT

4. FURIM INSTITUTE

Institute was founded in Oslo, Norway in 2013.

FURIM Institute is committed to make social impact by developing innovative solutions. We generate knowledge by utilizing evidence-based approaches in order to verify the needs and expectations of individuals and puts this knowledge into practice by designing and implementing cutting-edge products and services. The major priority is to give a chance to the ones in need by trying to analyse their needs and expectations, develop and implement solutions and make the sustainable effect of our interventions.

Main sectors: Education & Training, and Well-being & Sport.

Priority Areas: Inclusion, Innovation & Entrepreneurship,
Digitalization, Career and Skills



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INTRODUCTION

What is Entrepreneurship?

Entrepreneurship is the act of creating a business while building and scaling it to generate a profit, but as a basic entrepreneurship definition, that one is a bit limiting.

The more modern entrepreneurship definition is also about transforming the world by solving big problems like social change or creating an innovative product that challenges the status quo of how we live our lives daily.

Entrepreneurship is what people do to take their career and dreams into their hands and lead it in the direction they want.





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It's about building a life on your own terms.

- No bosses.
- No restricting schedules.
- No one holding you back.

Entrepreneurs are able to take the first step into making the world a better place – for everyone in it, including themselves.





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What is an Entrepreneur?

An entrepreneur is a person who sets up a business to make a profit. This entrepreneur definition can be vague, but for a good reason.

An entrepreneur can have a home business idea and set up their first online store on the side or a freelancer just starting. They're considered entrepreneurs, though some disagree because where you start isn't necessarily where you'll end up.

An entrepreneur starts a side hustle that can eventually create a full-time, sustainable business with employees. Same with the freelancer.

If your entrepreneurial mindset is focused on creating a profitable business, you fit the entrepreneur definition. But the entrepreneur meaning involves much more than being a business or job creator.





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Entrepreneurs are some of the world's most powerful transformers.

Entrepreneurs imagine the world differently, from Elon Musk sending people to Mars to Bill Gates and Steve Jobs making computers part of every household.

And the entrepreneur definition rarely ever talks about the enormous impact these thought leaders have on the world.

Entrepreneurs see possibilities and solutions where the average person only sees annoyances and problems.

Understanding what an entrepreneur is can help more people recognize the value they can – and already do – contribute to the world.





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What is the importance of Entrepreneurship?

- **Entrepreneurs create jobs:** Without entrepreneurs, jobs wouldn't exist. Entrepreneurs take on the risk to employ themselves. Their ambition to continue their business' growth eventually leads to the creation of new jobs. As their business continues to grow, even more jobs are created.
- **Entrepreneurs innovate:** Some of the most critical technologies in today's society have come from businesses. The technological advances come out of a need to solve a problem, create efficiencies, or improve the world. In periods where there's more technological advancement, there's usually an entrepreneur to thank for it.





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- ***Entrepreneurs create change:*** Entrepreneurs dream big. So naturally, some of their ideas will make a worldwide change. They might create a new product that solves a burning problem or take on the challenge to explore something never explored before—many aims to make the world better with their products, ideas, or businesses.
- ***Entrepreneurs give to society:*** While some believe the rich are evil and greedy, they often do more for the greater good than the average person. They make more money and thus pay more in taxes, which helps fund social services. Entrepreneurs are the biggest donors to charities and nonprofits for various causes. Some seek to invest their money in creating solutions to help poorer communities access things we take for granted, like clean drinking water and good health care.





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- ***Entrepreneurs add to national income:*** Entrepreneurship generates new wealth in an economy. New ideas and improved products or services from entrepreneurs allow for the growth of new markets and new wealth.





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What is Empowerment?

Empowerment is the degree of autonomy and self-determination in people and communities. This enables them to represent their interests in a responsible and self-determined way, acting on their own authority. It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.

Empowerment as action refers both to the process of self-empowerment and to the professional support of people, which enables them to overcome their sense of powerlessness and lack of influence and to recognize and use their resources.

In social work, empowerment forms a practical approach to resource-oriented intervention. In the field of citizenship education and democratic education, empowerment is seen as a tool to increase the responsibility of the citizen. Empowerment is a key concept in the discourse on promoting civic engagement.





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Empowerment as a concept, characterized by a move away from a deficit-oriented towards a more strength-oriented perception, can increasingly be found in management concepts and the areas of continuing education and self-help.

Empowerment is essential for promoting human development and its comprehensive growth, having significant potential in promoting gender equity and the inclusion of different age groups of people in society.

This concept can result in strengthening people's self-esteem and self-confidence, resulting in greater control of their lives and more outstanding achievement at a personal and professional level.





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What is Youth Empowerment?

Youth empowerment consists of empowering young people for their daily lives.

According to the National Council For Voluntary youth Services – “Youth empowerment is the process that assures young people the right to have a voice in decisions that affect their lives. This process creates voluntary opportunities for young people to be part of the changes and decisions made in their communities.”

To encourage capable young people for their future, there are several projects, activities, and courses that they can do to grow intellectually and socially.

In this way, youth empowerment makes different young people with different personalities integrate and develop differently.





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For example, in this project, we achieved the objectives defined for the same using the empowerment of young people. We were developing key competencies for learning through the transfer of knowledge, methodologies, methods, and tools to create new jobs, promoting the social inclusion of young people.

Therefore, the empowerment of young people, at the moment, is one of the significant factors for their growth in several aspects.





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GOOD PRACTICES

In this activity of the Training Course on the EYE Project, we share best practices among the participants to create a Peer Learning moment with different views and approaches around Europe to achieve the objectives defined for the empowerment of young people. We will share some of the Good Practices (methods, methodologies, tools, and impact evaluation).

The methods used were consensual on non-formal, and informal, and consensual not use formal methods, in the majority of the time, work against us. The youngsters are not into formal approaches.

The methodologies are Participation Strategies, Inclusive Language, Gaming, Facilitation Processes, and Auscultations, Youth Councils (National and Local level), Youth Participatory Budget (National and Local level), Local Policy, Peer Learning, World Cafe, and Design Thinking and UX Design (adapted to social and youth field).





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We will need to use some tools to implement these methods and methodologies. So, for that reason was suggested in different "areas" like social media (Facebook, Instagram, Tik Tok, etc.), digital tools for project management (Doodle, Trello, Slack, Drive, Google Docs, Canva, Grammarly, Nearpod, etc.), digital tools for youth participation (Kahoot, Mentimeter, Jamboard, Padlet, Padlet, ActionBound, Badge Craft, Miro, Sli.do, Board Games etc.).





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ANALYZED DOCUMENTS

During the Training Course with the Youth Workers – participants – we analyzed different documents launched in the last years from other Organizations at National and European Level, that somehow help us understand and improve our work with youth.

These documents are about methods, methodologies, instruments, strategies, and ways of approaches. We believe that it is essential to share the name of the documents for you to search in case of need:

- A Methodology for International Youth Work – Jabbertalk, Council of Europe
- Collection of T-Kit (specifically 2, 6, 7, 8, 10, 12, and 13), Youth Partnership European Commission and Council of Europe
- Developing Digital Youth Work, European Commission
- European Youth Strategie – Youth Goals, European Commission





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- Global Education Guidelines, Council of Europe
- Manual for Human Rights Education with Young People – Compass, Council of Europe
- New and innovative forms of youth participation in decision-making processes, Council of Europe
- Quality Assurance of Non-Formal Education, European Youth Forum
- Time to Share the Power: Framework for an enabling environment for Youth Councils, Martti Martinson
- Toolkit for Delivering Participatory Budgeting for Youth in Cities – Com'on Europe Toolkit, European Youth Capitals Network
- Toolkit on Quality Standards for Youth Policy, European Youth Forum
- Youth Participation Strategy – SALTO Participation & Information
- Youth Sector Strategie 2023, Council of Europe
- Youth Work in the Spotlight, Council of Europe



TIMETABLE

Entrepreneurship & Youth Empowerment - Training Course

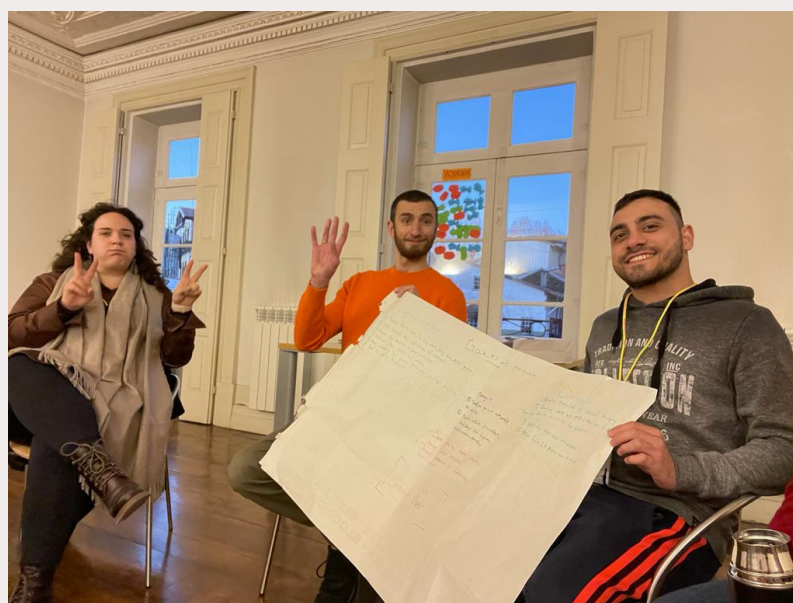


	Sunday 21st	Monday 22nd	Tuesday 23rd	Wednesday 24th	Thursday 25th	Friday 26th	Saturday 27th
?	A r r i v a l s	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:00		Ice Break	Ice Break	Ice Break	Ice Break	Ice Break	D e p a r t u r e s
09:30		Get to Know each other	Creation Common Ground	Study Visit Set Up Guimarães	Strategies and Models for Youth Approaches	Youth Pass	
10:45		Break	Break		Break	Break	
11:00		Team Building	Creation Common Ground		Strategies and Models for Youth Approaches	Evaluation	
12:00		Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	
14:00		Fears, Contributions, Expectations House Rules Types of Education	Best Practices (between the group)	Free Time - visiting Guimarães :)	Digital Youth Work	Free Time	
15:30		Break	Break		Break		
15:45		Presentation of the Project Presentation of the BM Projects	Participation Models		Action to the Future		
17:30		Reflection time	Reflection time		Reflection time		
19:30		20h00 - Dinner	Dinner	Dinner	Dinner	Dinner	
21:30		Welcome party	Free Night	Free Night	Free Night	Free Night	

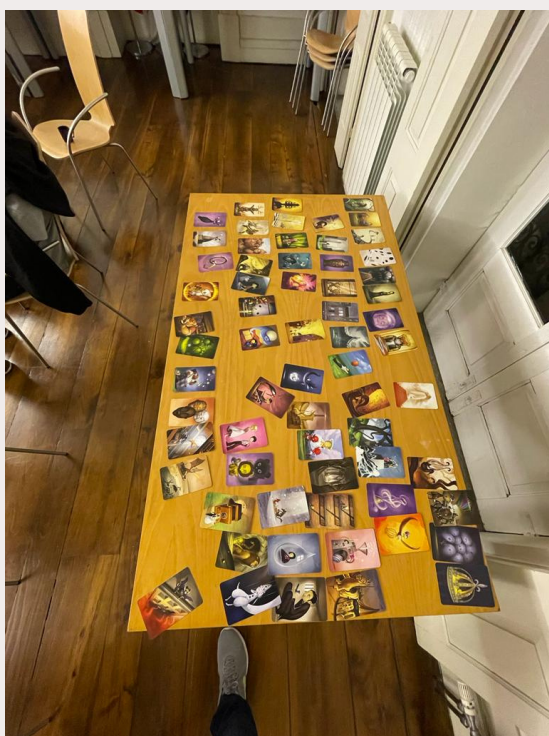
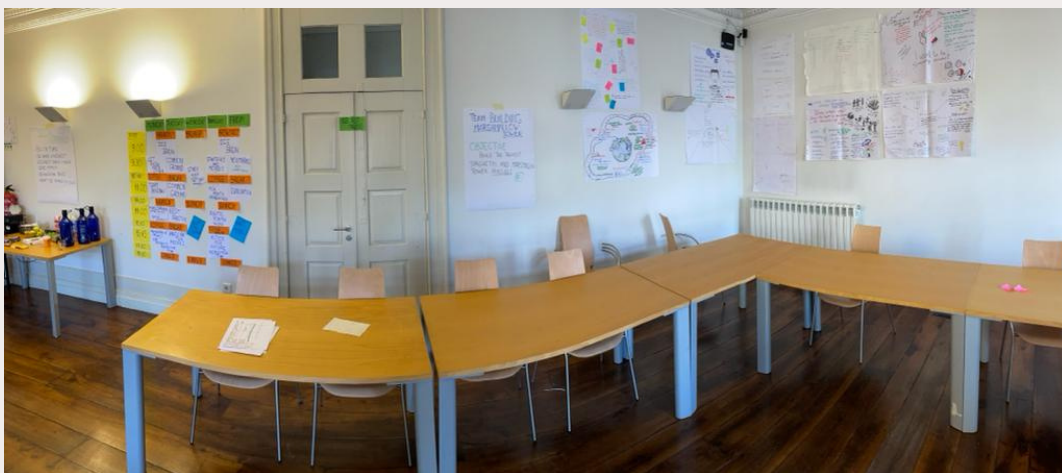
ACTIVITIES



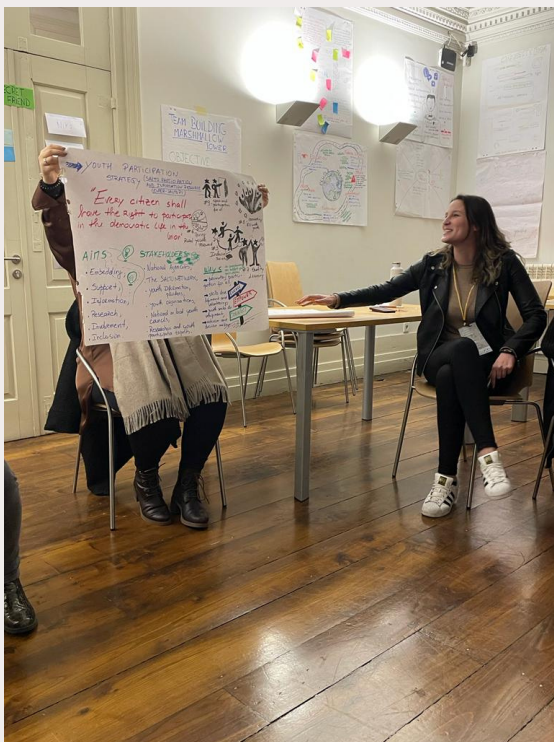
ACTIVITIES



ACTIVITIES



ACTIVITIES





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