



# Youth Entrepreneurship Policy Academy



Workshop #5: Entrepreneurship Skills and Mindsets

11 February 2025

Helen Shymanski, Junior policy analyst, OECD CFE



[www.yepa-hub.org](http://www.yepa-hub.org)

#yepa

# Why is developing entrepreneurship skills and mindsets important?

- Entrepreneurially minded people are ready to employ personal and external resources in order to **transform their ideas into action**
- While some of these skills may not be necessary for business success, possessing them is likely to **increase the quality and sustainability of the business**
- Broad efforts to **equip young people for the world of work** have been undertaken, and entrepreneurship skills are increasingly recognised as a **valuable set of transversal competences**
  - European Year of Skills (2023-24)
  - OECD Recommendation on Creating Better Opportunities for Young People (2022)
  - OECD Youth Policy Toolkit (2024)
  - Entrepreneurship Competence Framework (EntreComp)



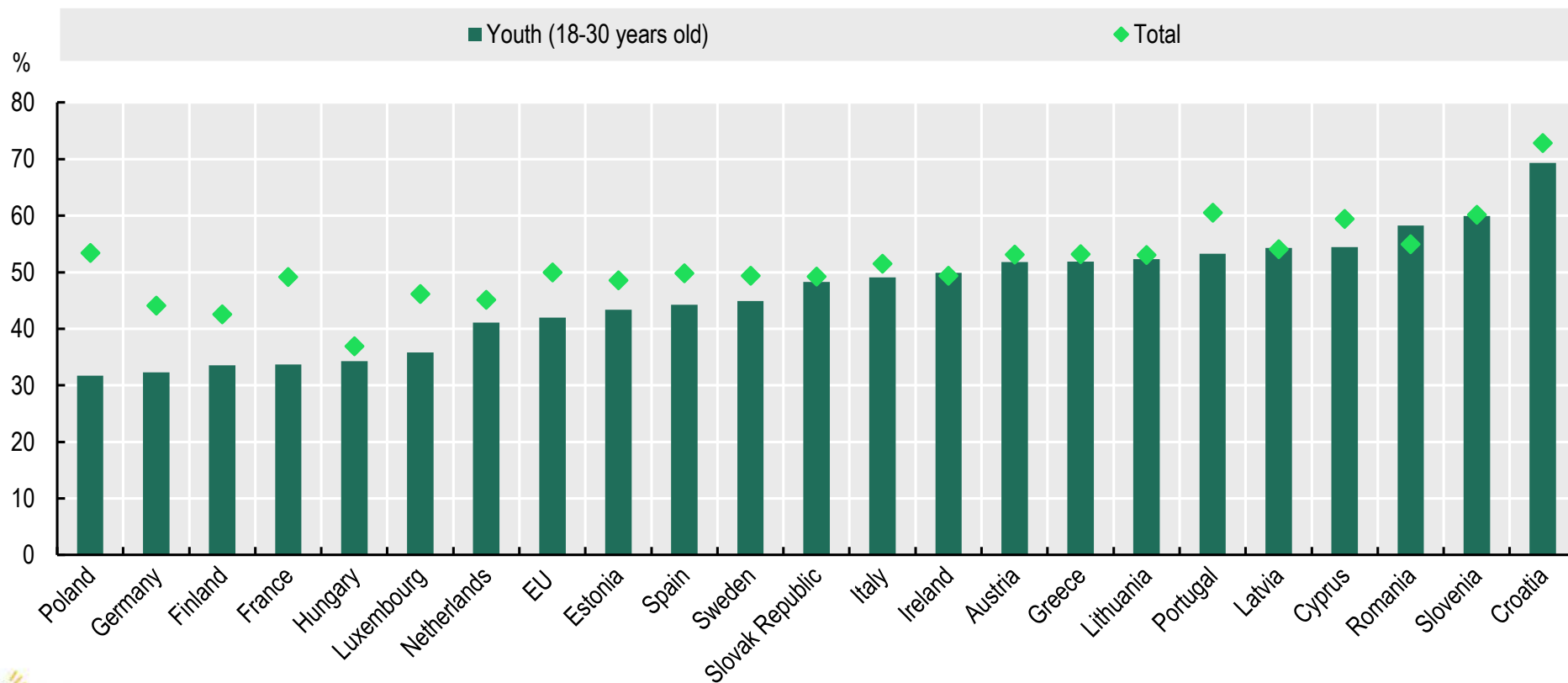
Youth  
Entrepreneurship  
Policy Academy

[www.yepa-hub.org](http://www.yepa-hub.org)

#yepa



# Four-in-ten youth in the EU reported having entrepreneurship skills and knowledge (2019-23)



Source: GEM special tabulations (2024)

[www.yepa-hub.org](http://www.yepa-hub.org) #yepa



Youth  
Entrepreneurship  
Policy Academy

Restricted Use - A usage restraint



European  
Commission

# What are the benefits of capacity-building activities?

- Young people **acquire valuable skills and experience** through capacity-building schemes
- While not everyone who participates in entrepreneurship capacity-building initiatives goes on to start a business, the **wider benefits** of participating have been recognised:
  - Generating more positive self-perceptions and increased self-confidence
  - Developing entrepreneurial mindsets and learning how to work in flexible ways
  - Preparing young people for the future of work, including preparing for the digital and green transitions
  - Stimulating growth and job creation by harnessing entrepreneurial talent among youth
  - Addressing unemployment by upskilling and reskilling young people



Youth  
Entrepreneurship  
Policy Academy

Restricted Use - A usage restraint

[www.yepa-hub.org](http://www.yepa-hub.org)

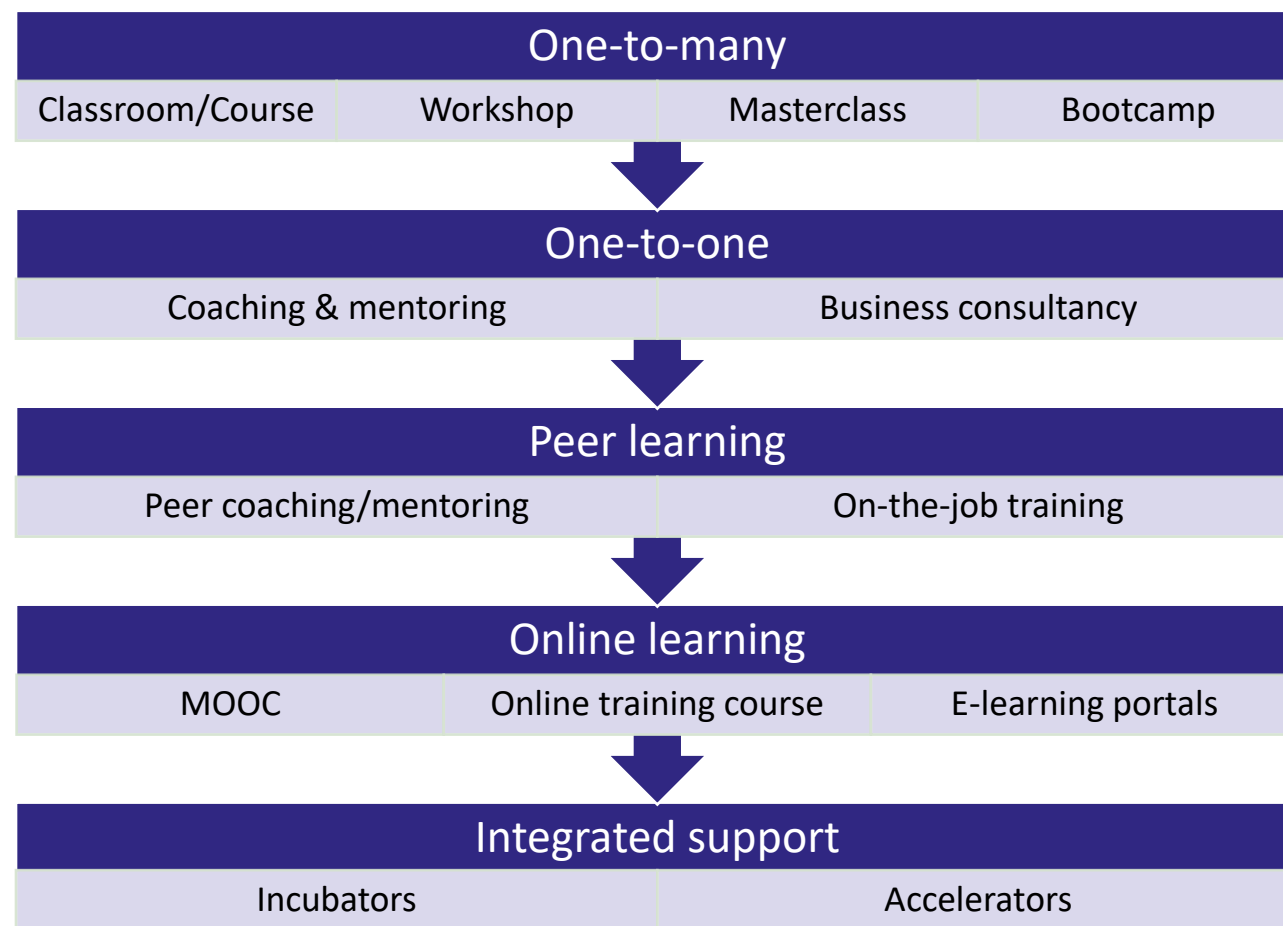
#yepa





# Many formats of entrepreneurship capacity-building schemes exist

- Some schemes are offered as **stand-alone initiatives**, while others are offered as **integrated packages**
- Choice of format depends on a variety of factors including the **mode of delivery**, themes covered, **intensity** and **frequency** of training sessions, and whether other supports are provided in parallel

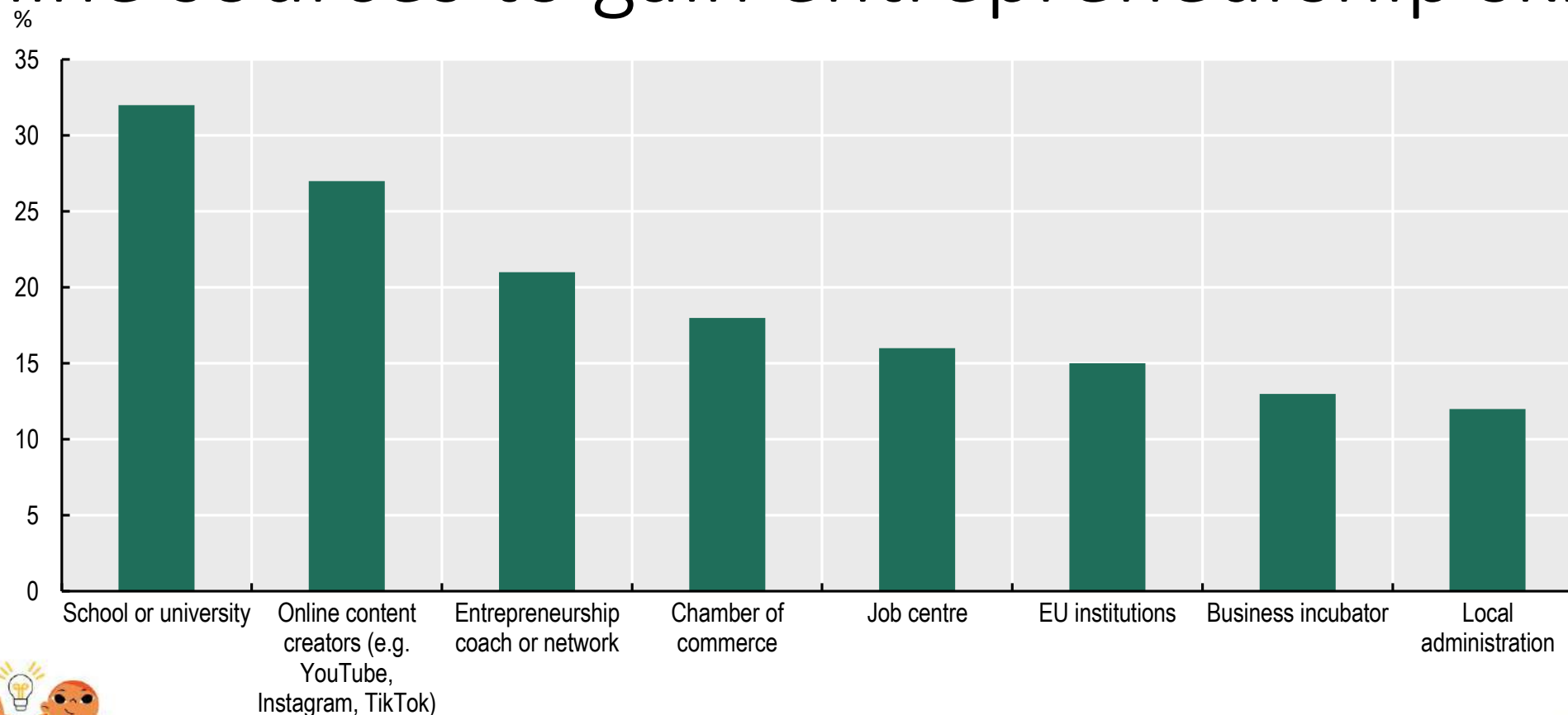


[www.yepa-hub.org](http://www.yepa-hub.org) #yepa



Youth  
Entrepreneurship  
Policy Academy

# Young people are increasingly looking to online sources to gain entrepreneurship skills



Source: Flash Eurobarometer #513 (2023).

[www.yepa-hub.org](http://www.yepa-hub.org) #yepa



# Designing effective support schemes

- Tailor content to address the **specific needs of the different profiles** of youth, considering the needs at **different points in the life cycle** of their business
- Consider the **impact of the format** used
- Different target groups and profiles of young people likely have different **preferences**
- Ensure that the **trainers have the relevant knowledge, tools and experience with entrepreneurship**
  - Training for trainers on how best to engage young



Youth  
Entrepreneurship  
Policy Academy

[www.yepa-hub.org](http://www.yepa-hub.org)

#yepa



# What are governments doing?

- 24 EU Member States have a **national youth strategy**
  - Often includes measures to support youth entrepreneurship notably skills development
- 22 EU Member States offer **tailored and/or dedicated coaching and mentoring** schemes for youth entrepreneurs
- 17 EU Member States have **youth-dedicated business consultancy** schemes
- Many countries are also introducing **learning platforms or applications** to provide direct support for young people to gain entrepreneurship skills



Youth  
Entrepreneurship  
Policy Academy

Restricted Use - A usage restraint

[www.yepa-hub.org](http://www.yepa-hub.org)

#yepa



# Thank you!

## Any questions?



Youth  
Entrepreneurship  
Policy Academy

Restricted Use - A usage restraint

[www.yepa-hub.org](http://www.yepa-hub.org)

#yepa





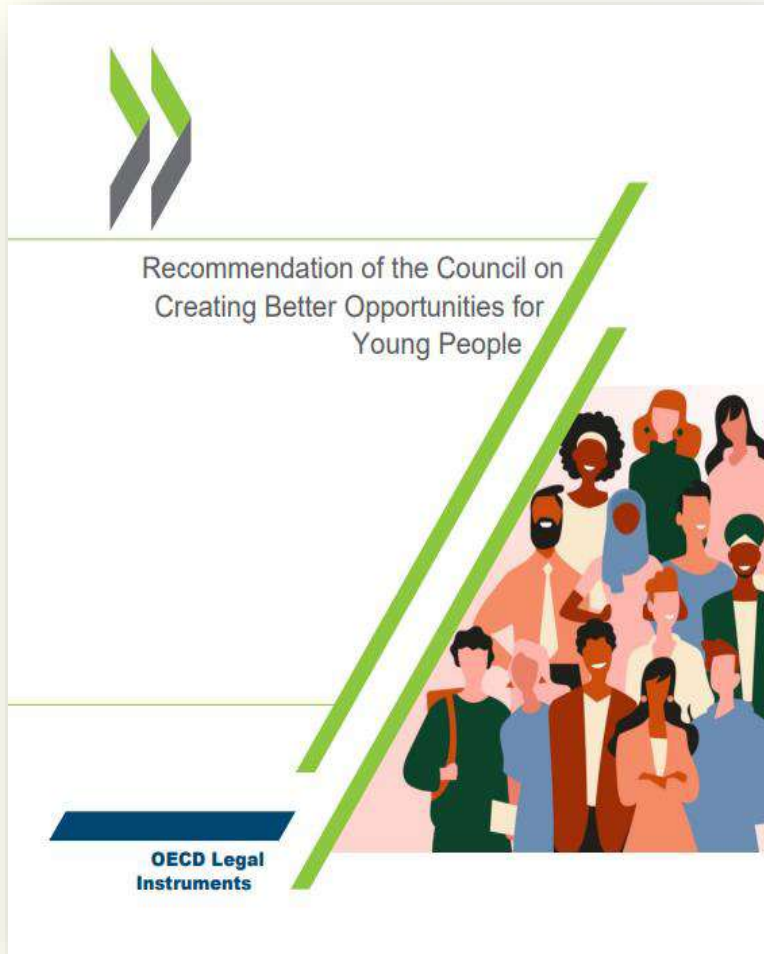


# OECD YOUTH POLICY TOOLKIT:

Creating better opportunities for young people is key to building a sustainable future for all

OECD-EU Youth Entrepreneurship Policy Academy (YEPA)  
February 2025

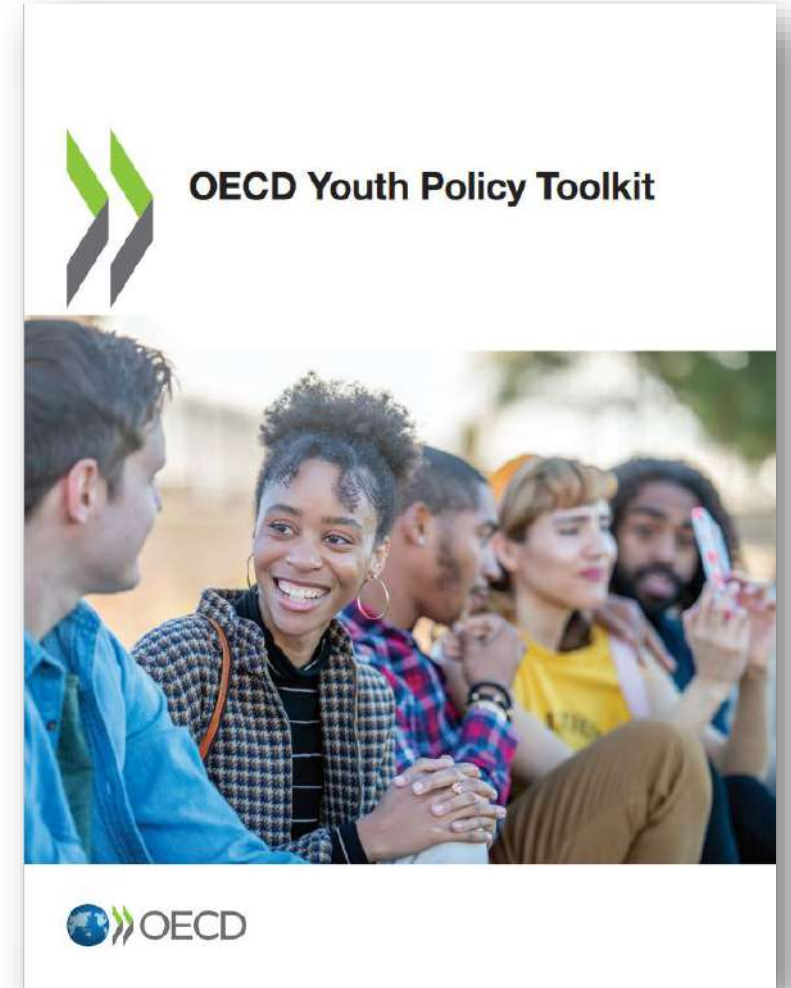
# Background



- Adopted by the OECD Council at Ministerial level on 10 June 2022.
- Promotes whole-of-government strategies for young people:
  1. Knowledge, skills and competencies.
  2. Transition into and within the labour market.
  3. Social inclusion and youth well-being.
  4. Trust in government and public institutions.
  5. Delivery of youth-responsive services.

# OECD Youth Policy Toolkit: report

- Launched on 26 November 2024.
- Offers practical guidance on designing and executing policies for young people.
- Recognises diverse characteristics among young people across national contexts.





# OECD Youth Policy Toolkit: online database

The screenshot shows the OECD Youth Policy Toolkit website. The header includes the OECD logo and navigation links. The main content area is titled 'Youth Policy Toolkit' and 'Case studies'. There is a search bar and language options (English, Français). The 'About' section describes the toolkit's purpose. The 'Browse our case studies' section includes a search bar and a 'Filters' sidebar. The search results show 72 results, with the first result being 'Civil Service Fast Stream - United Kingdom' and the second being 'Youth strategies - Mexico, the Slovak Republic, Spain and the European Union'.

- Searchable database of 72 case studies.
- Cases selected through multi-step process involving OECD committees.
- Entrepreneurship case studies:
  - Young Entrepreneurs Succeed (Greece, Italy, Poland, Spain)
  - Yes I Start Up (Italy)
  - Young Rural Entrepreneurs (Colombia)

# Thank you!



[David.Halabisky@oecd.org](mailto:David.Halabisky@oecd.org)

Twitter: @OECD\_local

LinkedIn: [www.linkedin.com/company/oecd-local](http://www.linkedin.com/company/oecd-local)

Website: [www.oecd.org/cfe](http://www.oecd.org/cfe)





# Young People and Entrepreneurship Contemporary Challenges and Ways Forward OECD YEPA Workshop 5

**Robert Blackburn**

**Brett Centre for Entrepreneurship**

11<sup>th</sup> February 2025

- Some consensus over the main challenges facing youth
  - Environment uncertainties: COVID; new technologies
  - Corporate sector shrinkage; unemployment
- Era of dynamic changes for YP entering adulthood
- Where does youth entrepreneurship fit in?
  - Fit with range of policy spheres: education; employment; welfare; housing
- *Origins & vintages* of interventions (Ent Ed.; Emp. Policies)
  - Different levels of *policy jurisdictions*: UN; OECD; EU; Nation; region etc
- But there has been a **step change** in policies: scale and reach
  - How successful are these?
  - Are they reaching the diversity of young people; unequal access to resources; intersectionality



## Why the impetus?

- Changing needs in young people: ***distinctive & new*** challenges
  - immediate and longer-term impacts of pandemic
  - disrupted learning; reduced face-to-face interaction
  - Unemployment and Inactivity rates (NEETS)
  - Postponement of adulthood and living with parents
  - Latest evidence: relative decline in well-being
- Changing ***structural conditions*** of society
  - Ageing population esp. in developed economies: age dependency ratio increasing
  - Developing economies large % young people: need for employment
  - Growth in inequalities: human, physical, financial, opportunities
  - Attention by UN: sustainable development goals
- Yet young people remain attracted to entrepreneurship (numerous surveys)
  - Mixed levels of 'success' lower survival levels

- Our contribution focuses on the **challenges of young people to understanding entrepreneurship and what it means to them**
- Convened three Workshops
  - Liverpool, London and Paris
- Presentations by experts in entrepreneurship
  - policy makers
  - delivery agencies
  - youth workers
  - entrepreneurship educators
  - business owners
  - researchers
- A grass-roots approach to understanding the challenges
- Examine the *salient issues facing young people*
- Consider *how* entrepreneurship policy can be made more relevant and successful

# Self-employment rate, European Union

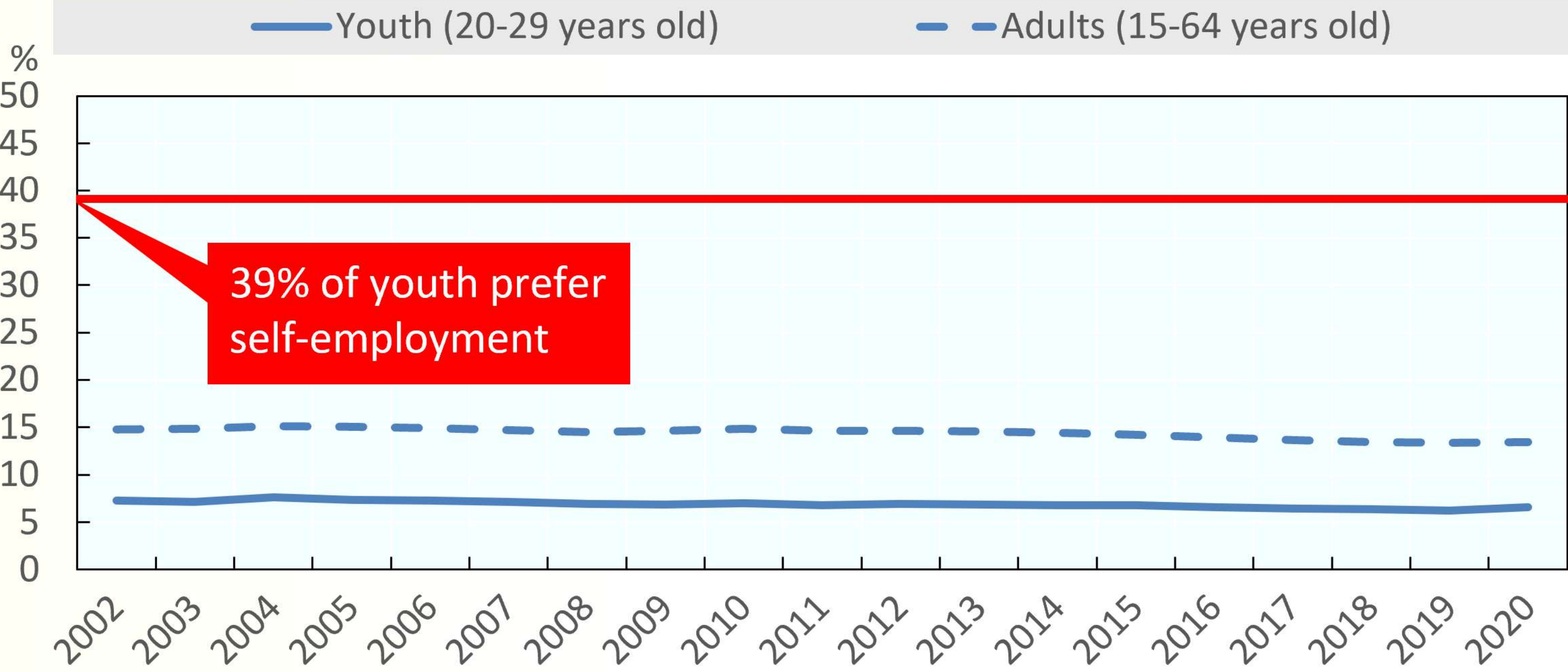


Figure 1.1 Untapped entrepreneurial potential among youth (Data Source: European Commission, 2023, reported in OECD (2023))



# Can entrepreneurship help?

- Why the intentions gap?
- Face **numerous challenges** (research & workshop evidence)
  - Mistaken optimism?
  - Underdeveloped skills (EntreComp)
  - Competencies (EntreComp)
  - Fear of failure (realistic)
  - Levels of self-confidence (experimentation; -ve impact competitions)
  - Weak networks and engagement with youth networks
  - Lack of finance (debateable)
  - Lack of perceived legitimacy by customers & clients (societal)
  - Physical isolation reinforced by COVID-19 (ratchet effect)
- Recurring themes
  - **Intersectionality**: gender; ethnicity; age; location etc
  - **Precarious jobs**: growth in self-emp but insecurity with many = disaffection

- **Definitions by others** in the population & legitimacy issues
  - Credibility with suppliers and customers
  - Re-inforces feelings of lack of confidence
- **Institutional challenges:** eg Finance & credit ratings
- **Inequalities of access** to support and engagement
  - Intersectionality issues
- **Main metrics of measuring** entrepreneurship as start-ups rather than mindsets
  - Need for an adjustment in measures of success (challenge for researchers)
- Above subject to uncertainties of economic cycles (outside Ent Policy control?)

# What can be done? Ideas...

- **Sensitising** policy to **specific contexts and groups**
- Communication and engagement with **their** networks
- Understand the **'worlds'** of young people
  - Give youth a *'voice'* (akin to other groups)
  - *Informal* as well as formal institutions: reach out
  - Not just educational institutions
  - Youth bodies and organisations; sector networks
- **Go where young people are** economically active
  - eg. creative industries & social enterprises
  - Showcase success
- Allow for **experimentation** and innovation
  - More holistic measurements of outcomes eg for 'mindsets'





- We are awash with initiatives but how impactful are these?
- Need for policy leadership at a **strategic level**
  - *Engagement currently the biggest challenge to success*
- Instil **powerful leadership** within governments to pursue specific policy measures across different ministries
- Develop a **portfolio of initiatives** to overcome complex barriers
- Embed **evaluations** in policy interventions to allow subsequent learning and innovations in policy and its delivery
  - Appropriate metrics: allow for experimentation & other outcomes of interventions (e.g. mindsets)

## Short-term strategy

- Go where **YP interact**: real & virtual to build trust
- Galvanise existing diverse '**fabric**' of **support**
- **Segment** approaches tackling **inequalities**: e.g. community orgs.
- **Political will** via powerful ministerial appointment in key jurisdiction (normally national)
- But also encourage YP to promote successes

## Medium-term strategy

- **Cultural** change (legitimacy)
- **Entrepreneurship** = both Mindsets & Business ownership (problematic?)
- **Education** Embed entrepreneurship in curriculum (ongoing)
- **Evaluate**, learn, innovate, refine policy
- **Share best practice** & build on these
- Anticipate **dynamics** of change (AI)



## Discussion

<https://livrepository.liverpool.ac.uk/3183165/>

<https://yepa-hub.org/reports/youth-entrepreneurship-policy-contemporary-challenges-and-ways-forward/>

# Thank you

Feedback on report welcome

[robert.blackburn@liverpool.ac.uk](mailto:robert.blackburn@liverpool.ac.uk)

<https://www.liverpool.ac.uk/management/staff/robert-blackburn/>





**EUROPEAN  
YEAR OF  
SKILLS**

# ***TOWARDS A UNION OF SKILLS***

***YEPA: Entrepreneurship Skills and Mindsets***

11 February 2025

# Labour and skills shortages as a *challenge* and skilled workforce as an *enabler*



**42 occupations** were classified as shortages in 2023



**74% of SMEs** reported that they face skills shortages in 2023



**adult learning remains low** - with a participation rate of around **39,5% in 2022**



**over 90% of jobs** require **digital skills**, however only **54% of the adult** population in Europe has **basic digital skills**



**26.2% of 15-year-olds** do not reach minimum competence levels in reading, **29.5%** in mathematics and **24.3%** in science (2022); **20.2% of adults low qualified** (2023).

---

**Headline target:** At least **60%** of all adults should participate in training every year by 2030



# The European Year of Skills: objectives

To further promote a mindset of reskilling and upskilling



## Investment

Increased, more effective and inclusive investment



## Skills relevance

Strengthening skills relevance by close cooperation



## Matching aspirations

Matching people's aspirations and skills-set with labour market opportunities



## Attracting third country talent

Attracting people from third countries with the skills needed





# Who was involved in the Year?



## European Institutions

- European Parliament
- European Commission: DG EMPL and other DGs: initiatives, support with communication and engagement
- EU agencies, such as CEDEFOP, ETF, ELA
- Commission Representations and EP Information Offices
- CoR, EESC, EIB...



## Existing platforms and networks

- Engaging a wide range of stakeholders
- Social partners
- Civil society
- Companies, chambers of commerce and industry, education and training providers, individuals



## Member States

- Strong involvement of Member States.
- Appointment of national coordinators to raise awareness, shape the Year, coordinate actions.
- Close cooperation with the Presidencies.
- Implementing bodies such as ESF+ managing authorities



## International Actors

- OECD, UNESCO, ILO
- Cooperation with third countries, in particular partner countries





## Legacy of the Year I

- **Skills are high in the EU's political agenda**
- **Skills became part of strategic EU policies, key for EU competitiveness and all economic sectors**
- **Investing in skills is productive and has long-term benefits**
- Boosted implementation of EU skills initiatives
- Raised awareness (individuals, businesses, etc)
- Stronger cooperation on skills in Europe and globally
- Inspiration for ASEAN Year of Skills



**EUROPEAN  
YEAR OF  
SKILLS**

# The European Commission 2024-2029



*“Europe needs a radical step change in ambition and action – for all skill levels and for all types of training and education.”*

**Ursula von der Leyen**

President of the European Commission



**Roxana Mînzatu,**

Executive Vice President for Social Rights and **Skills**, Quality Jobs and Preparedness

## Political Guidelines:

- Establish a **Union of Skills**.
- Propose a **European Strategy for VET**.
- Put forward a **Skills Portability Initiative**.
- Propose a **STEM Education Strategic Plan**.
- Continue to work towards a **European Degree**.
- Develop a **Quality Jobs Roadmap**.
- **Boost and refocus skills funding** in the EU budget. **Strengthen Erasmus+**, including for vocational training.
- Support Member States and companies with **legal migration based on skills needs**, including with harmonised rules on the recognition of qualifications.
- Support actions to **enhance artificial intelligence literacy** and to implement the AI Act’s Article 4.

## The future of European competitiveness

Part B | In-depth analysis and recommendations

SEPTEMBER 2024

ENRICO LETTA

# MUCH MORE THAN A MARKET

SPEED, SECURITY, SOLIDARITY

Empowering the Single Market to deliver a sustainable future and prosperity for all EU Citizens

April 2024

## Letta and Draghi reports

The **competitiveness** of the EU and the success of the European economic model – starting with the successful execution of the green and digital transitions – requires a labour force endowed with the right **knowledge and skills**.

**Mario Draghi** - [The future of European competitiveness](#)

Faced with the common challenges of skills and labour shortages, a decisive theme for the future of the internal market, the European Union has been able to show itself reactive with the adoption of a recommendation on individual training accounts in 2022 and the decision to dedicate the European Year 2023 to skills, **but efforts still need to be stepped up to help the unemployed into employment, as well as those furthest from the labour market, particularly young people and senior citizens**.

**Enrico Letta** - [Report on the Future of the Single Market](#)



EUROPEAN  
YEAR OF  
SKILLS



# Study on EU cohesion funds for skills

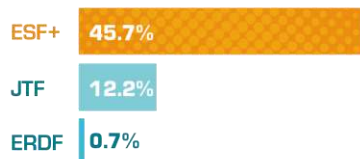
**€ 44.2 BILLION**

**EU INVESTMENT ALLOCATED TO SUPPORT TO SKILLS**

In combination with national co-financing across all Member States, the total investment in skills under EU cohesion funds is estimated at EUR 67.7 billion.

**14.6%**

**OUT OF ALL INVESTMENTS IN ESF+ / JTF / ERDF ARE DEDICATED TO SKILLS**

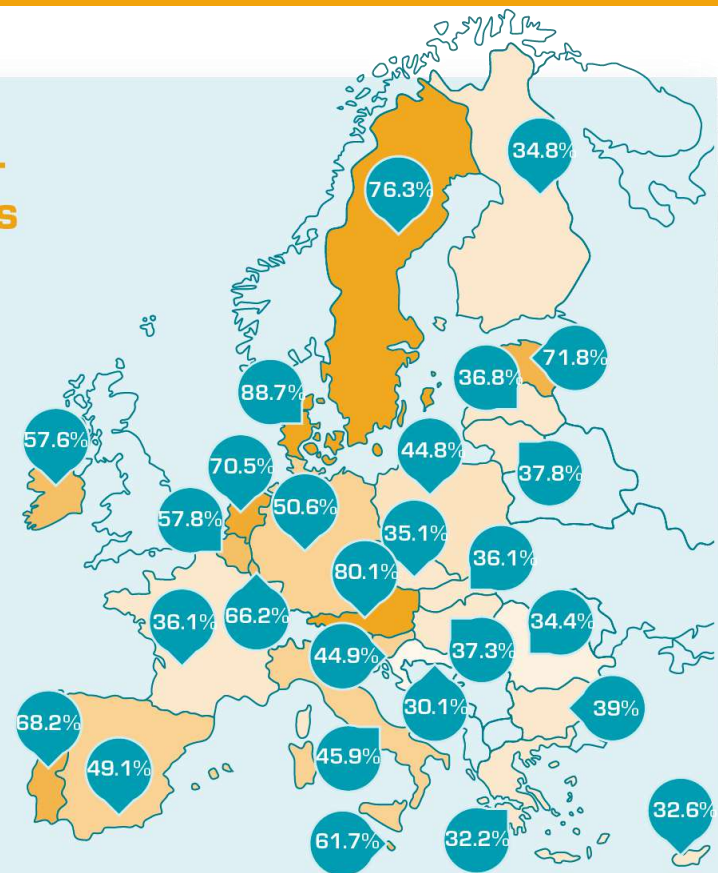
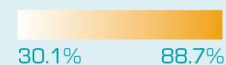


**PARTICIPATING IN SKILLS ACTIVITIES**

Skills investments are primarily directed at employed individuals, and to a lesser extent, the unemployed and those not active on the labour market.

## VARIED USE OF ESF+ ON SUPPORT TO SKILLS ACROSS MEMBER STATES

The percentage of ESF+ investments in skills, out of the total ESF+ investments in employment, education and skills, and social inclusion.



## CORE SERVICES



Skills counselling



Training of individuals



Training of workers



Investments in vocational education and training



Promotion of education and training



## Legacy of the Year II

- Skills are high in the EU's political agenda
- Skills became part of strategic EU policies, key for EU competitiveness and all economic sectors
- Investing in skills is productive and has long-term benefits
- **Boosted implementation of EU skills initiatives**
- Stronger cooperation on skills in Europe and globally
- Raised awareness (individuals, businesses, etc)
- Inspiration for ASEAN Year of Skills

Why did/do you want to learn new skills?

**EUROPEAN  
YEAR OF  
SKILLS**

# Partnership approaches in skills

## Pact for Skills

Over **2500** members

**20** large-scale partnerships aim to up- and reskill over 25 million people by 2030

**3.5 million people** trained  
and **310 M€** invested in 2022 and 2023



## Centres of Vocational Excellence (CoVEs)

(CoVEs)

**53** networks funded  
**400 M€** (2021-2027)

## European Alliance for Apprenticeships (EAfA)

Over **2.5 million**  
apprenticeship offers

**450** pledges  
**40** national commitments





## Legacy of the Year III

- Skills are high in the EU's political agenda
- Skills became part of strategic EU policies, key for EU competitiveness and all economic sectors
- Investing in skills is productive and has long-term benefits
- Boosted implementation of EU skills initiatives
- **Stronger cooperation on skills in Europe and globally**
- **Raised awareness (individuals, businesses, etc)**



# EUROPEAN YEAR OF SKILLS IN NUMBERS

*Our messages reached millions of people and businesses all over Europe*



**2000+**  
events across  
Europe



**190**  
EU led initiatives  
on skills



**90 million**  
video views on  
YouTube and  
Twitch



**7 million**  
readers through  
national media  
partnership



**1.37 million**  
visitors to 54  
events in 23  
Member States



**41 million**  
TV viewers  
in 5 targeted  
countries



**69 million**  
reach on social  
media



# THE EUROPEAN YEAR OF SKILLS - CHANGING MINDS\*

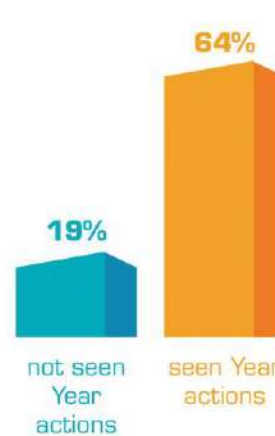


People who have **seen or heard about European Year of Skills activities and initiatives:**

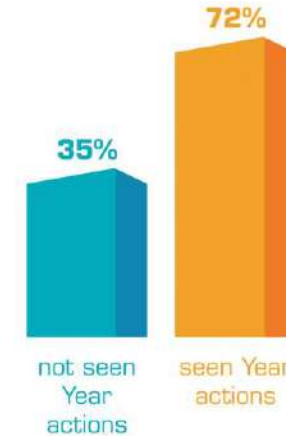
**Are more aware** of EU skills policies



**Are more willing** to take a training course



Say that the **Year has an impact on their lives**



\* European Year of Skills communication activities survey results (March 2024)



## SKILLS CHANGE LIVES

*Above all, the European Year of Skills is about empowering people to develop their professional lives. Better skills mean new opportunities, higher quality jobs, and a more competitive European economy. These are some of the people whose lives were changed by the Year.*



Read more inspiring stories



**“** Aline Sinzo, Belgium

*After a decade in a comfortable job, I decided to change my career path. Learning to code opened doors in the digital sector and boosted my confidence.*

*Taking the first step was challenging, but it paved the way for progression and I know the best is yet to come.*



**“** Barry Williams, Ireland

*When my business folded, I had no formal qualifications so I decided to follow a computer course.*

*As I progressed, I found my calling as a further education teacher and I'm now helping to support adult learners. Imparting knowledge to those who find themselves in a similar position to mine is a truly fulfilling experience.*



**“** Sylwia Krębuszewska-Koziel, Poland

*I inherited my business from my great-grandfather. Combining over a hundred years of bakery tradition with modern trends, I focus on always improving my own and my staff's skills. Keeping up to date is key and nourishing my staff's ambitions, curiosity, and hunger for knowledge is very important to me.*





**EUROPEAN  
YEAR OF  
SKILLS**

**THANK YOU  
FOR YOUR ATTENTION**





BUSINESS @SCHOOL  
A BCG INITIATIVE

# Bringing business knowledge and entrepreneurship to schools

FEBRUARY 2025



**Dr. Babette Claas**

Bridgebuilder between (high) schools, education, business, and entrepreneurial wo...



# What's the perfect age to have a one-on-one conversation with a CEO?



**At 16? Absolutely! Just like these students, who discussed the future of aviation with Annette Mann, CEO of Austrian Airlines.**

Source: <https://www.businessatschool.de/de/aktuelles/detail/annettemannbeiraetin>



# When is the right time to start a business?

2021



Why not in high school?

2025

B@S





**Introducing**

# BUSINESS @SCHOOL

A BCG INITIATIVE

**A firsthand taste of business and entrepreneurship in three phases since 1998**

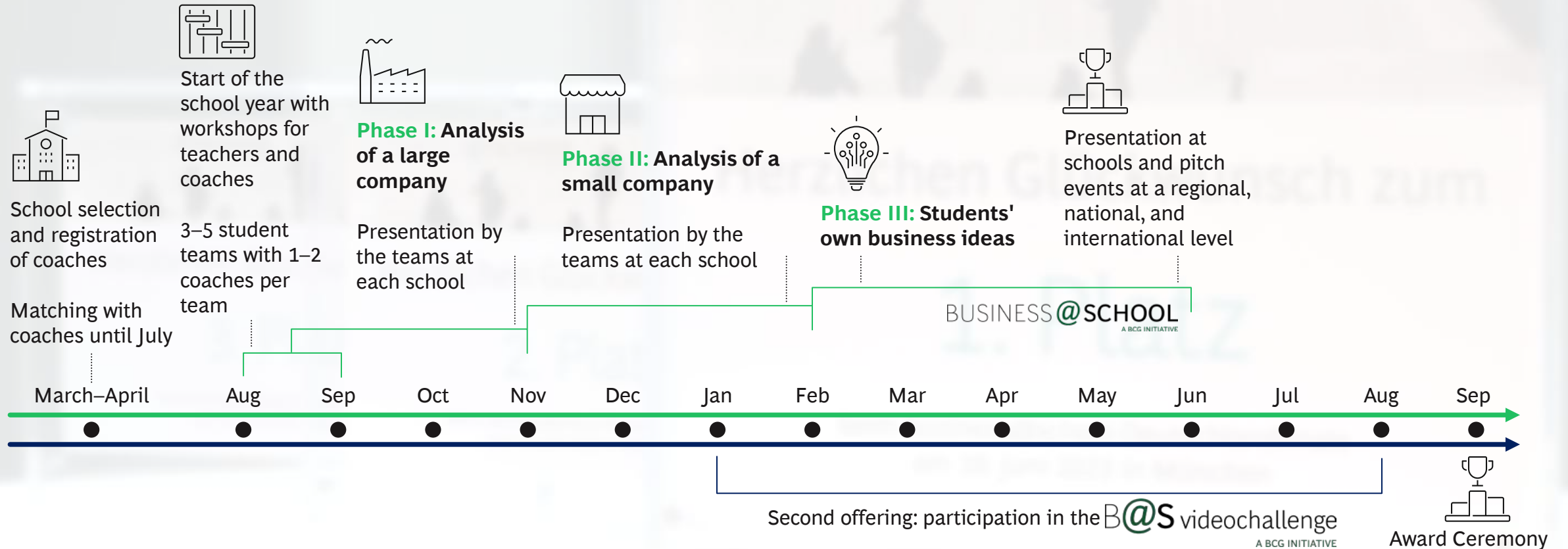
**On-site coaching by 400 volunteers at BCG and around 20 partner companies**

**30,000 participants so far and currently 1,000 each year in six countries (Austria, Albania, Germany, Great Britain, Italy, Switzerland)**

**5,863 business ideas since 1998**



# How business@school brings real-world business and entrepreneurship to students





QUESTIONS  
MINUTES  
COMPANIES

# B@S videochallenge

A BCG INITIATIVE

B@S  
videochallenge

Videocompetition for students  
age 14 to 20

- 4-minute video about one of the 4 companies
- Flexible realization at school or during spare time
- Participation by oneself or as a team
- **NEW!** Deadline: October 1, 2025
- **NEW!** Knowledge modules and teaching materials
- Certificate for all participants and award ceremony for the best videos

More information: [videochallenge.online](https://videochallenge.online)

**A second option is our worldwide video-challenge competition**





# Why? Entrepreneurship in the digital age: More than just a business idea!

Great entrepreneurs don't just think business—they master digital tools, AI, and media to bring ideas to life.

With the b@s videochallenge, you can combine your business know-how with digital and media skills to create, innovate, and stand out.

Students get full access to **statista** resources upon registration.

Ready to put your AI and media skills to the test? Register today!







# Some schools run the B@S videochallenge as an Erasmus+ project

A BCG INITIATIVE

1

## Planning phase 3-4 weeks

Teachers

- Develop a project structure
- Establish communication channels
- Align with Erasmus+ project goals

Students

4

## Evaluation by Judges 1 day

Teachers

- Brief judges
- Gather feedback from judges

Judges

- Judges assess videos for creativity, content, and impact

2

## Preparation and start 1 day

- Kick-off with an introductory session and team allocation
- Ensure all teams are registered

- Team spokesperson registers on the platform and invites team members and teacher

5

## Award ceremony 1 day

- Recognize participants for creativity and effort
- Share highlights and achievements

- Judges announce winners

3

## Execution phase 1-2 weeks

- Support teams and answering questions
- Ensuring that teams make progress

- Students choose a company, do research and write a script
- Students create and submit videos

6

## Follow-up and report 2-3 weeks

- Prepare Erasmus+ reports summarizing results and successes
- Share outcomes via social media and other platforms

# Disclaimer

The services and materials provided by Boston Consulting Group (BCG) are subject to BCG's Standard Terms (a copy of which is available upon request) or such other agreement as may have been previously executed by BCG. BCG does not provide legal, accounting, or tax advice. The Client is responsible for obtaining independent advice concerning these matters. This advice may affect the guidance given by BCG. Further, BCG has made no undertaking to update these materials after the date hereof, notwithstanding that such information may become outdated or inaccurate.

The materials contained in this presentation are designed for the sole use by the board of directors or senior management of the Client and solely for the limited purposes described in the presentation. The materials shall not be copied or given to any person or entity other than the Client ("Third Party") without the prior written consent of BCG. These materials serve only as the focus for discussion; they are incomplete without the accompanying oral commentary and may not be relied on as a stand-alone document. Further, Third Parties may not, and it is unreasonable for any Third Party to, rely on these materials for any purpose whatsoever. To the fullest extent permitted by law (and except to the extent otherwise agreed in a signed writing by BCG), BCG shall have no liability whatsoever to any Third Party, and any Third Party hereby waives any rights and claims it may have at any time against BCG with regard to the services, this presentation, or other materials, including the accuracy or completeness thereof. Receipt and review of this document shall be deemed agreement with and consideration for the foregoing.

BCG does not provide fairness opinions or valuations of market transactions, and these materials should not be relied on or construed as such. Further, the financial evaluations, projected market and financial information, and conclusions contained in these materials are based upon standard valuation methodologies, are not definitive forecasts, and are not guaranteed by BCG. BCG has used public and/or confidential data and assumptions provided to BCG by the Client. BCG has not independently verified the data and assumptions used in these analyses. Changes in the underlying data or operating assumptions will clearly impact the analyses and conclusions.

BUSINESS @SCHOOL  
A BCG INITIATIVE

THANK YOU

BUSINESS@SCHOOL – A BCG INITIATIVE  
Ludwigstraße 21  
80539 München • Germany

Tel. +49 89 2317 40  
[www.businessatschool.de](http://www.businessatschool.de)



Féidearthachtaí as Cuimse  
Infinite Possibilities

# Developing Business Financial Literacy for Youth

Professor Tom Cooney  
(Technological University Dublin)

12 February 2025





# Financial Literacy for Business vs. Personal Finance

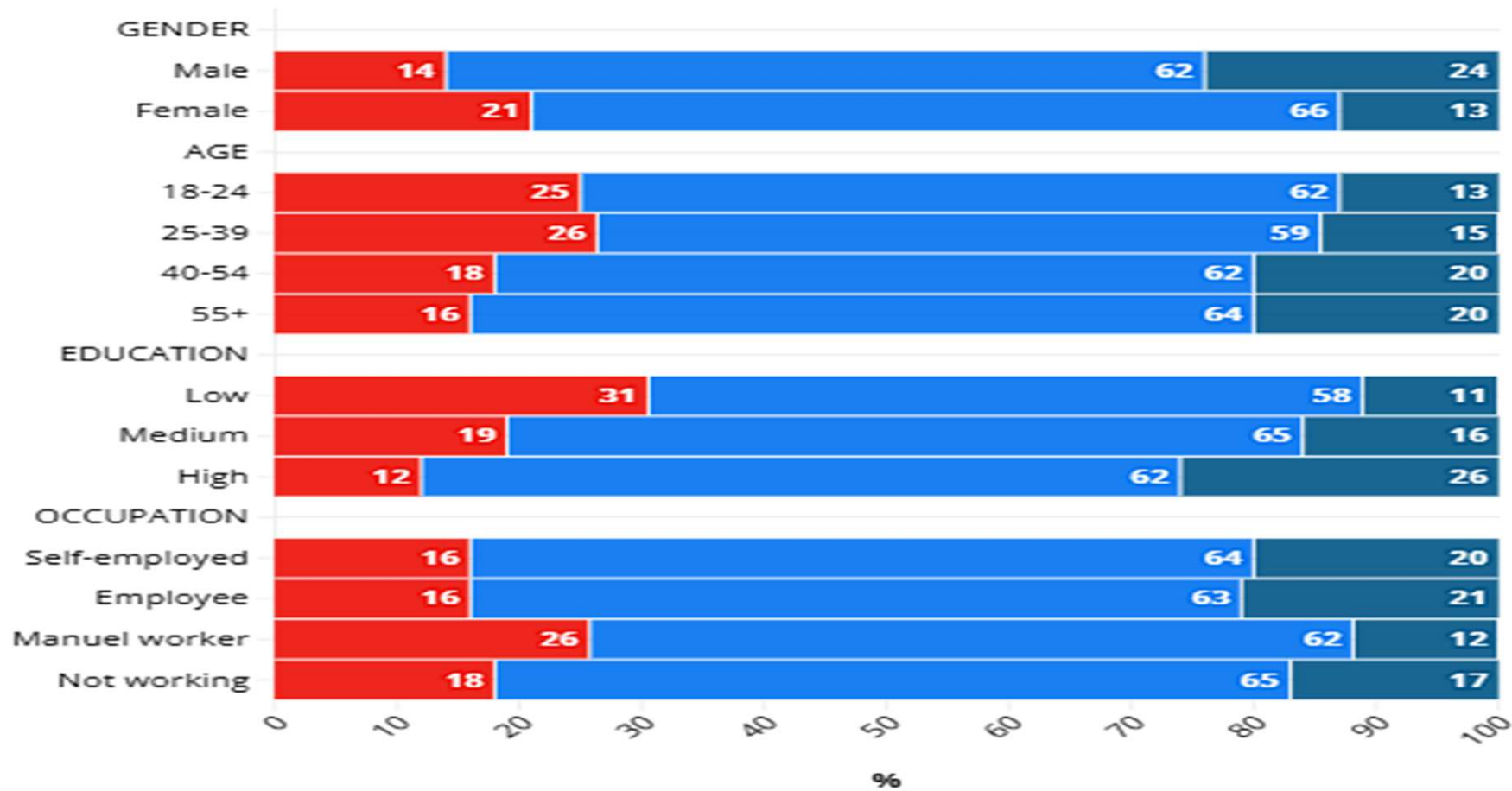
- **Personal Finance:** Managing savings, debt, credit, and long-term financial planning.
- **Business Finance:** Understanding revenue models, pricing strategies, profitability, investment, and funding sources.
- Entrepreneurs need to distinguish between the two to ensure sustainable business management.

# Financial Literacy in SMEs Generally

- Standard of financial literacy amongst SME owner-managers is very poor generally
  - Cannot understand financial accounts
  - Accounts are the responsibility of the accountant
  - Do not have monthly accounts (dashboard numbers)
  - Do not value of the information that financial statements provide
  - Loans provided to people with little understanding of cash flow and other basic financial information
  - Who is responsible for this reckless trading??
- Standard is even poorer with Missing Entrepreneurs as they are likely to have lower levels of education, employment and managerial experience (not true of all groups)
- Co-founded a business called DoTheFinancials.com which enables people to understand the basics of finance quickly and even develop their own financial projections
- It is my view that we cannot give money without also educating people about financial statements

## Overall financial literacy score (2023)

Low Medium High



# Why Financial Literacy is a Challenge for Youth Entrepreneurship

- **Lack of Formal Education on Finance** - Many schools do not include personal finance or business finance in their curriculum, leaving young entrepreneurs without foundational knowledge in budgeting, taxes, or investment strategies.
- **Limited Experience with Money Management** - Young entrepreneurs may have little to no experience in handling large sums of money, managing expenses, or understanding profit margins, which can lead to costly mistakes.
- **Difficulty in Accessing Capital** - Without a strong understanding of financial planning and credit management, youth entrepreneurs may struggle to secure loans, attract investors, or manage debt properly.
- **Overlooking Cash Flow Management** - Many start-ups fail because they run out of cash, not because they lack a great idea. Youth entrepreneurs often underestimate the importance of maintaining a positive cash flow to keep their business running smoothly.
- **Poor Pricing and Profitability Strategies** - Without proper financial knowledge, young business owners may under-price their products or fail to calculate profitability correctly, making it difficult to sustain and grow their business.
- **Tax and Compliance Challenges** - Taxes, legal structures, and regulatory compliance can be overwhelming for young entrepreneurs, leading to penalties or legal troubles due to mismanagement.



# Why is Financial Literacy Important

- Financial literacy (financial and management knowledge) leads to increased intention toward entrepreneurship among undergraduates students. (Ahmad et al., 2019)
- The implication of this study is that financial literacy is vital and should be equipped within future young entrepreneurs. (Ahmad et al., 2019)
- Results revealed that financial literacy and its two parts (financial attitude and financial knowledge) have a positive impact on Entrepreneurial Intent on students. (Bilal et al., 2021)
- The lack of strong positive impacts of financial measures on their own suggests that a more effective approach for creating sustainable businesses amongst young people might be to offer combinations of financial and non-financial support. (OECD, 2023)

# Key Priorities for Teaching Business Financial Literacy to Youth

- Understanding financial concepts (cash flow, budgeting, revenue, and costs).
- Differentiating between business and personal finances.
- Developing skills in pricing, profitability, and investment decision-making.
- Ensuring accessibility of financial education through schools, online resources, and mentorship programs.

# How Do We Teach Financial Literacy?

- Integrating financial education into school and university curricula.
- Using interactive and experiential learning (simulations, case studies, gamification).
- Partnering with financial institutions and business mentors for real-world insights.
- Leveraging online platforms and social media to reach broader audiences.

# Graduates vs. NEETs

## – Differentiated Needs

- **Graduates:** May have academic knowledge, but lack practical business experience; need applied learning, start-up funding insights, and networking opportunities.
- **NEETs:** May lack formal education and structured learning habits; need accessible, flexible learning, financial inclusion, and confidence-building.
- Both groups benefit from hands-on training, mentorship, and tailored support.



# Good Practice in Business Financial Literacy Training for Youth

- **Latvia:** Future Heroes – workshops on financial decision-making and business strategy.
- **UK:** Young Enterprise - a planned programme of study that equips young people with the knowledge, skills and confidence to manage their money well.

# Final Thoughts

- Financial literacy is crucial for entrepreneurial success.
- Tailored approaches for different youth profiles ensure greater impact.
- Need to build significant financial learning in start-up programs (giving money without education is a major error).
- Public and private sector collaboration is key to delivering effective programs.
- Check out [www.DoTheFinancials.com](http://www.DoTheFinancials.com).

# Supporting Entrepreneurship

YEPA Feb 12, 2025



Dana Puia Morel

Policy Expert & Coach – European Commission

# Supporting entrepreneurship

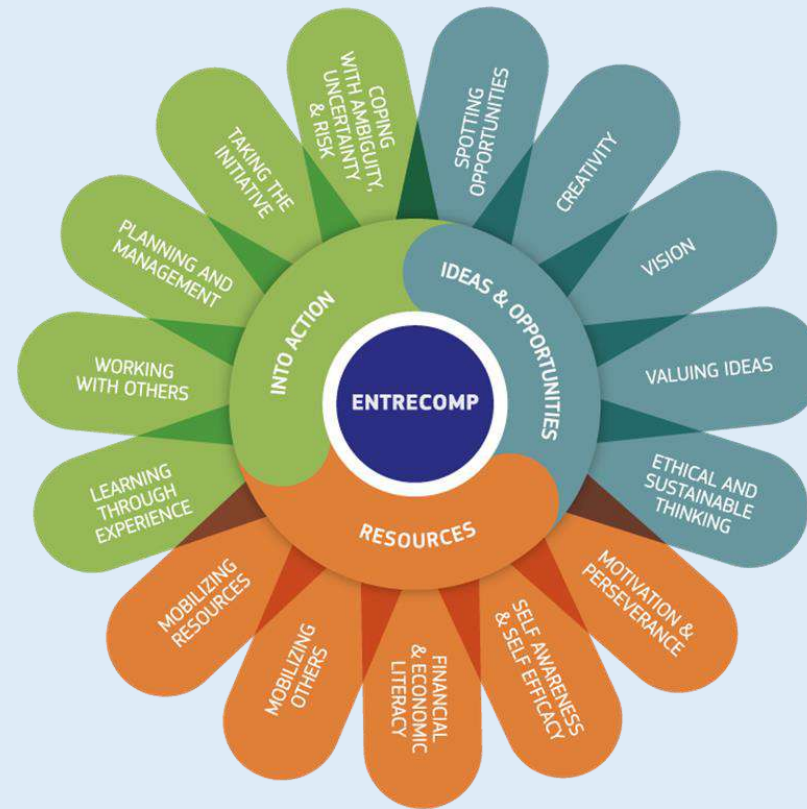


The European Commission's **entrepreneurship policy** supports SMEs in all their life cycle, promotes the entrepreneurial mindset through the implementation of the **European Entrepreneurship Competence Framework**, and reaches out to specific groups whose entrepreneurial potential has not been tapped yet, such as women.

*SME Relief Package; Draghi Report *The Future of European Competitiveness**



# The European Entrepreneurship Competence Framework



# Entrepreneurship Tools



Being Entrepreneurial Guide

# Entrepreneurship Tools

Start learning now!

Explore these core topics and turn your ideas into action

## Digital

brought to you by All Digital

+ Learn more

## Entrepreneurship

led by Materahub

+ Learn more

## Financial

supported by Enterprise Evolution (EEEC)

+ Learn more

## Sustainability

coordinated by EIT Food

+ Learn more

❑ [Entrepreneurship4All Platform](#)

## Gender gap in entrepreneurship



There could be an additional **5.5 million women** starting and managing new businesses in the European Union, if everyone had an equal opportunity to transform their ideas into a business and if women participated in early-stage entrepreneurship at the same rate as 30-49 years old men.

Source: *OECD-EC 2023 Report on Missing Entrepreneurs*



## Women still face barriers to entrepreneurship



- ❑ Greater difficulties in accessing finance;
- ❑ Perceived lack of skills;
- ❑ Institutional barriers (childcare & tax systems, income, work-life balance);
- ❑ Discouraging social attitudes and lack of role models;
- ❑ Different motivations and growth intentions.

# ESTEAM Festivals and Communities for Girls and Women



- Empower and boost the confidence of girls and women;
- Enhance their digital and entrepreneurial competences;
- Increase the attractiveness of studying and taking up careers in entrepreneurship, science and technology;
- Has started in 2022, has reached 4200 girls and women so far.



Youth Entrepreneurship  
Policy Academy



# OECD-EU Youth Entrepreneurship Policy Academy (YEPA)

## CASE STUDY: BOOSTING DIGITAL AND GREEN SKILLS. ROMANIA

**Professor Ph.D. Anca Otilia Dodescu**

Vice-Rector University of Oradea  
Local coordinator EU GREEN Alliance

YEPA Online Workshop Series  
Workshop #5: Entrepreneurship Skills and Mindsets  
12 February 2025



Youth Entrepreneurship  
Policy Academy



# Overview

## **1. Boosting green skills**

Case study: Entrepreneur's Journey in Sustainability,  
EU GREEN Alliance,  
University of Oradea, ROMANIA

## **2. Boosting digital skills**

Case study: Development of Entrepreneurial Skills in the Digital  
Sector,  
DigitalUO Project, University of Oradea, ROMANIA





# EU GREEN

EUROPEAN ALLIANCE

## *1. Boosting green skills*

### Case study: Entrepreneur's Journey in Sustainability



Co-funded by  
the European Union



WROCLAW UNIVERSITY  
OF ENVIRONMENTAL  
AND LIFE SCIENCES



# EU GREEN European Alliance



**9 universities**

**24 campuses**

**158.000 students**

**18.000 staff**

**5.250.000 inhabitants**

**+ 80 Associated Partners**

# Associated Partners



Organización de Estados Iberoamericanos  
Para la Educación, la Ciencia y la Cultura



MUZEUL ȚĂRII CRIȘURILOR ORĂDEA



alentejo  
Turismo do Alentejo - ERT



Gävle kommun



Spitalul Pelican  
Totul pentru sănătatea ta!



SACHSEN-ANHALT

Ministerium für Wissenschaft, Energie, Klimaschutz und Umwelt



Northern & Western Regional Assembly



IHK MAGDEBURG



Consejería de Economía, Ciencia y Agenda Digital



Centro de Cirugía de Mínima Invasión  
Minimally Invasive Surgery Centre  
Jesús Usón



Údarás na Gaeltachta

Mitglied von



Deutsche Gesellschaft für Nachf an Hochschulen e.V.



Administração dos Portos de Sines e do Algarve S.A.



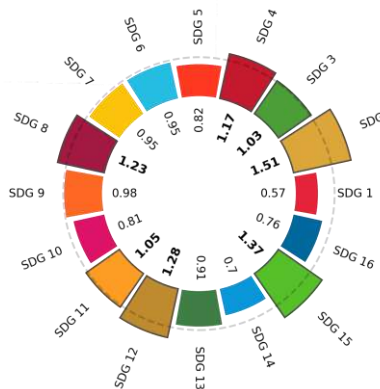
WESTERN DEVELOPMENT COMMISSION



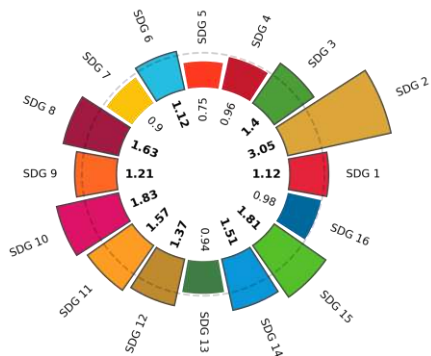
# EU GREEN Specialization in Sustainability

Based on **scientific publications (SCOPUS)** and **projects (CORDIS)** of the partner universities, the EU GREEN specialization is linked to **5 of the 17 Sustainable Development Goals (SDGs)** included in the 2030 Agenda.

## SCOPUS



## CORDIS





# EU GREEN Excellence Clusters

1. Emerging paradigms for **health and wellbeing**
2. **Agriculture, food and environmental sustainability**
3. **Engineering and technology** for sustainable development
4. Sustainable **tourism** for cultural and national heritage
5. **Education sciences** for sustainable development
6. **Challenges in ecosystem diversity** and function

# EU GREEN Objectives

## Education

Promoting a European alliance through an educational model based on global approaches, such as GreenComp, SDGs, or Women in STEAM

## Research

Creating a network of 6 research excellence clusters (in 6 key areas of sustainability)

- *Emerging paradigms **for health and wellbeing***
- ***Agriculture, food and environmental** sustainability*
- ***Engineering and technology** for sustainable development*
- *Sustainable **tourism** for cultural and national heritage*
- ***Education sciences** for sustainable development*
- *Challenges in **ecosystem diversity** and function*

## Networking

Joint development of research projects within European calls  
Creating a network of healthy and sustainable campuses

## Knowledge Transfer

Collaboration with the economic and social environment for knowledge transfer, innovation, and addressing global challenges

Connecting EU GREEN to society through enterprises and associated partners

# VALUES

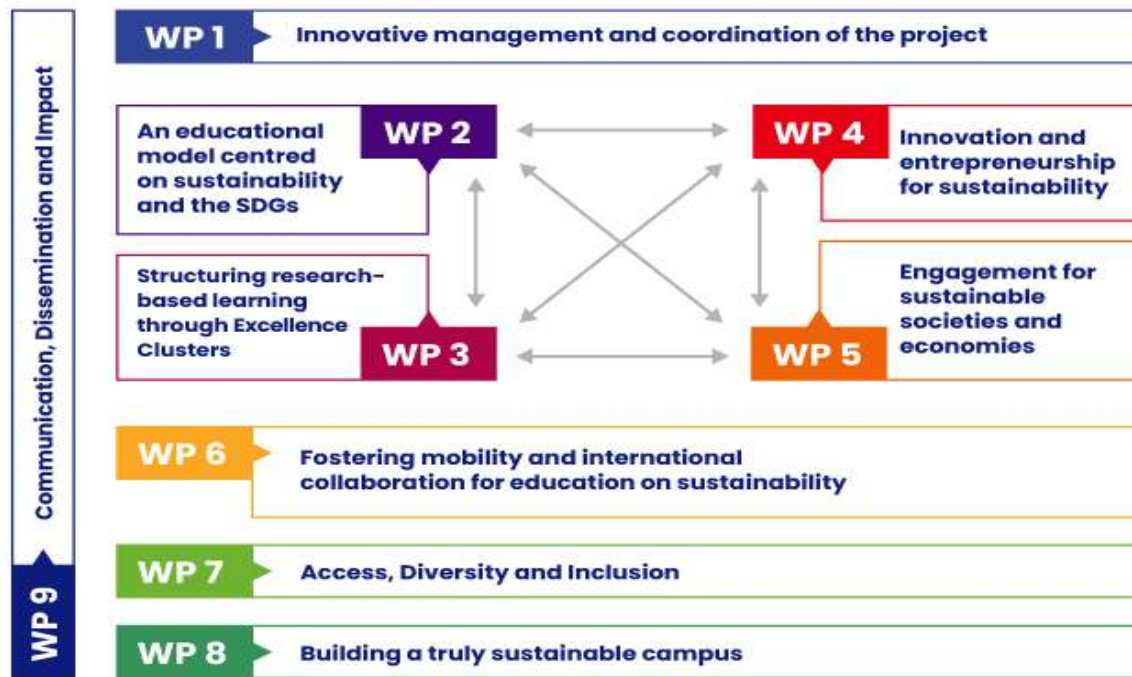
## SUSTAINABILITY

### GLOBAL CITIZENSHIP



# EU GREEN

## Work Plan



# **WP #4**

# **Innovation and Entrepreneurship for sustainability**

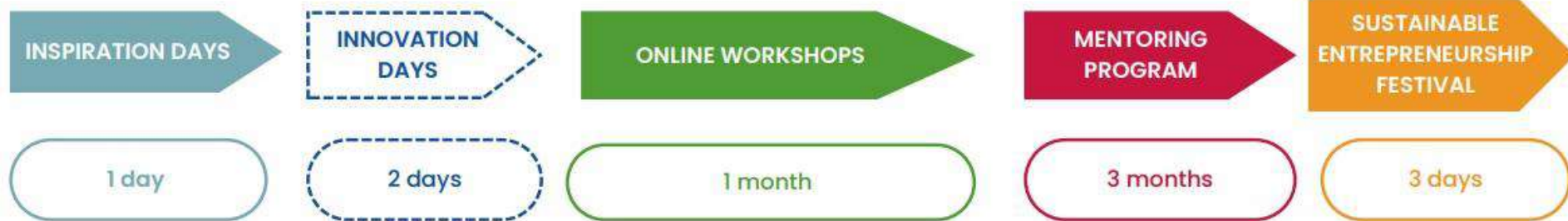




# ENTREPRENEUR'S JOURNEY



# DURATION OF EACH ACTIVITY



- Each journey will last approximately 7 months.
- If we do a 2-month preparation for the start of activities, the duration will be in line with the school year.
- Inspiration Days can start in December or January.
- The Sustainable Entrepreneurship Festival can be held in May or June.

# 2024 Outcomes, University of Oradea

## Clusters

- 1. Agriculture, food and environmental sustainability**
- 2. Challenges in ecosystem diversity and function**

## Inspiration Days

23.02.2024, on-line, 62 participants out of 600 total (students, PhD students, researchers, teaching staff and PhD supervisors), 1 invited specialist, 3 success stories – Bioflora Apuseni, DEXTRA Wines, Dripper The Factory

## Innovation Days

10-11.04.2024, in person, 50 participants out of 120 total (including students, researchers and mentors), Challenges, Development of the solution, Group work, Ideas presentation

## Mentoring

International mentoring, 25 international mentors invited by partners, to provide on-line mentoring on new business ideas.

## On-line workshops

Online training program with 6 different modules on *Sustainable Entrepreneurship*. 4 groups (ideas) out of 41 from 8 students out of 65 students were submitted. All of them have completed all the program that contained content videos, quizzes and 3 scientific articles about Nanotechnology and Intellectual Property Rights; Patents and Food Markets. The participants had to successfully complete the Online Workshops in order to participate in the Entrepreneur's Festival.

## Sustainable Entrepreneurship Festival

25-29.04.2024, the first EU GREEN Entrepreneurship Festival organized at the University of Évora, 2 groups (ideas) out of 19 were invited, and participated at the Bootcamps on Communication and Storytelling applied to Business, Simulation of Investment Rounds with Investors from 6 different companies and a Public Presentation.



## ***2. Boosting digital skills***

# **Case study: Development of Entrepreneurial Skills in the Digital Sector, DigitalUO Project, University of Oradea, ROMANIA**







## The digital transformation of the University of Oradea through:

## DigitalUO Objectives

Providing **digital equipment** for educational and research purposes and creating a **CDI infrastructure** for the adoption of advanced digital technologies

Acquisition and endowment with digital infrastructure for the development of digital skills of **46 structures (centers/laboratories/virtual library)** including assistive digital technologies for students with special educational requirements

Updating **study programs** and enhancing educational content tailored to the digital professions of the future

Updating for the development of digital skills in order to acquire specific skills for emerging professions and to strengthen entrepreneurial skills in the digital sector of **20 study programs** by introducing new courses/disciplines/topics: *Cybersecurity, Cloud Computing, Artificial Intelligence, Applied Informatics, Databases, Information Security Management, Systems and Application Security, Internet of Things, Data Security, Perceptual Systems, Information Systems and Decision Support, Online Marketing etc.*

Improving the **digital skills of students and academic staff**

Training to acquire advanced digital skills of **140 students and 20 teaching staff** from **7 study programs** (*Computers, Information Technology, Management in Information Technology, Robotics, Automation and Applied Informatics, Informatics, Telecommunications Networks and Software*)





# DigitalUO Trainings for Students

- **Training for the use of digital resources aligned with DigiComp** – for all 20.000 students.
- **IC3 Digital Literacy Certification** – for 50 students.
- **Artificial Intelligence, Cloud Computing, Databases** – for 140 students from IT-focused study programs: *Computer Science, Information Technology, Applied Electronics, Telecommunications Networks and Software, Automation and Applied Informatics, Informatics, Mechatronics, Robotics.*
- **Development of entrepreneurial skills in the digital sector** – for 20 students from IT-focused study programs.





# ***Development of entrepreneurial skills in the digital sector (1)***

- **Description:** Entrepreneurial training for students from study programs with advanced curriculum in IT who want to start a business in the digital sector. Advisory services for START-UP NATION competition.
- **Approach:** 3-month training programme (40 hours, including 16 hours practice) accredited by the National Authority for Qualifications. Applicants must have obtained their advanced digital skills certification and submit an application letter that explains their start-up in the digital sector intentions. Elected participants must sign a contract that commits them to attending all of the training sessions and participating in a certification exam at the end of the training. The training programme is designed by an experienced private company and tailored on the needs of youth and the digital sector. The course will conclude with an exam with a theoretical part (multiple-choice test) and a practical part (presentation of the business plan in the digital sector). Participants who pass the exam with external evaluators benefit from free advisory services for adapting their business plan to the requirements of the Start-up Nation program.







# ***Development of entrepreneurial skills in the digital sector (2)***

Module 1. General Concepts of Digital Entrepreneurship

Module 2. Starting a Business in the Digital Sector

Module 3. Marketing Strategy in the Digital Sector

Module 4. Contract Negotiation. Particularities in the Digital Sector

Module 5. Sales Policy in the Digital Sector

Module 6. Business Financing. Particularities in the Digital Sector

Module 7. Personnel Management. Particularities in the Digital Sector

Module 8. Accounting Records

Module 9. Business Development Strategies and Risks in the Digital Sector

Module 10. Identifying the Necessary Logistics for Entrepreneurial Activities in the Digital Sector •

Module 11. Business Plan in the Digital Sector.







## ***Development of entrepreneurial skills in the digital sector (3)***

- **Impact:** to date, training has been delivered to 22 beneficiaries and has resulted in the creation of 22 new business plans in the digital sector. All 22 participants passed the exam in December 2024 and obtained the certification of entrepreneurial skills. 8 of them are currently benefiting from advisory services for START-UP NATION competition.
- **Considerations for success:** training content tailored to the needs of youth and the digital sector, along with free advisory services at the end of the training.





Youth Entrepreneurship  
Policy Academy



# Thank you very much!

**Professor Ph.D. Anca Otilia Dodescu**  
**Vice-Rector University of Oradea**  
**Local coordinator EU GREEN Alliance**

**YEPA Online Workshop Series**  
**Workshop #5: Entrepreneurship Skills and Mindsets**  
**12 February 2025**

---

# Employing Digital Tools in Mentoring

## *YEPA Workshop 5: Entrepreneurship Skills and Mindset*

Ewald Kibler, Associate Professor, Aalto University School of Business, Finland  
February 12, 2025

# What is entrepreneurship mentoring?

- Professional support and advice to enhance the professional and personal growth of entrepreneurs
- Can focus on a specific challenge/issue or the overall development of the entrepreneur and their business
- Typically involves experienced entrepreneur as mentor, ranging from 1 month - 2 years
- **Types of support:**
  - Business-related support
  - Psychological support
  - Career-related support
  - Role-model function

**A!**





# Impact of entrepreneurship mentoring

- ✓ Enhanced ability to identify and evaluate **entrepreneurial opportunities**
- ✓ Strengthened **skills & competencies**, incl. financial literacy and networking
- ✓ Higher **business survival rates**, e.g. through improved decision-making
- ✓ Better **health & well-being**, e.g. reduced stress and increased confidence
- ✓ Greater **social & psychological benefits**, such as personal growth, resilience, emotional support, and stronger social connections

**HOWEVER**, identifying and addressing *unique needs* are crucial for providing relevant support, especially to vulnerable entrepreneurs.



# Digital tools for entrepreneurship mentoring

## ***Matchmaking:***

Database of mentor & mentee profiles

## ***Interacting:***

Channel for mentor-mentee interactions

## ***Monitoring:***

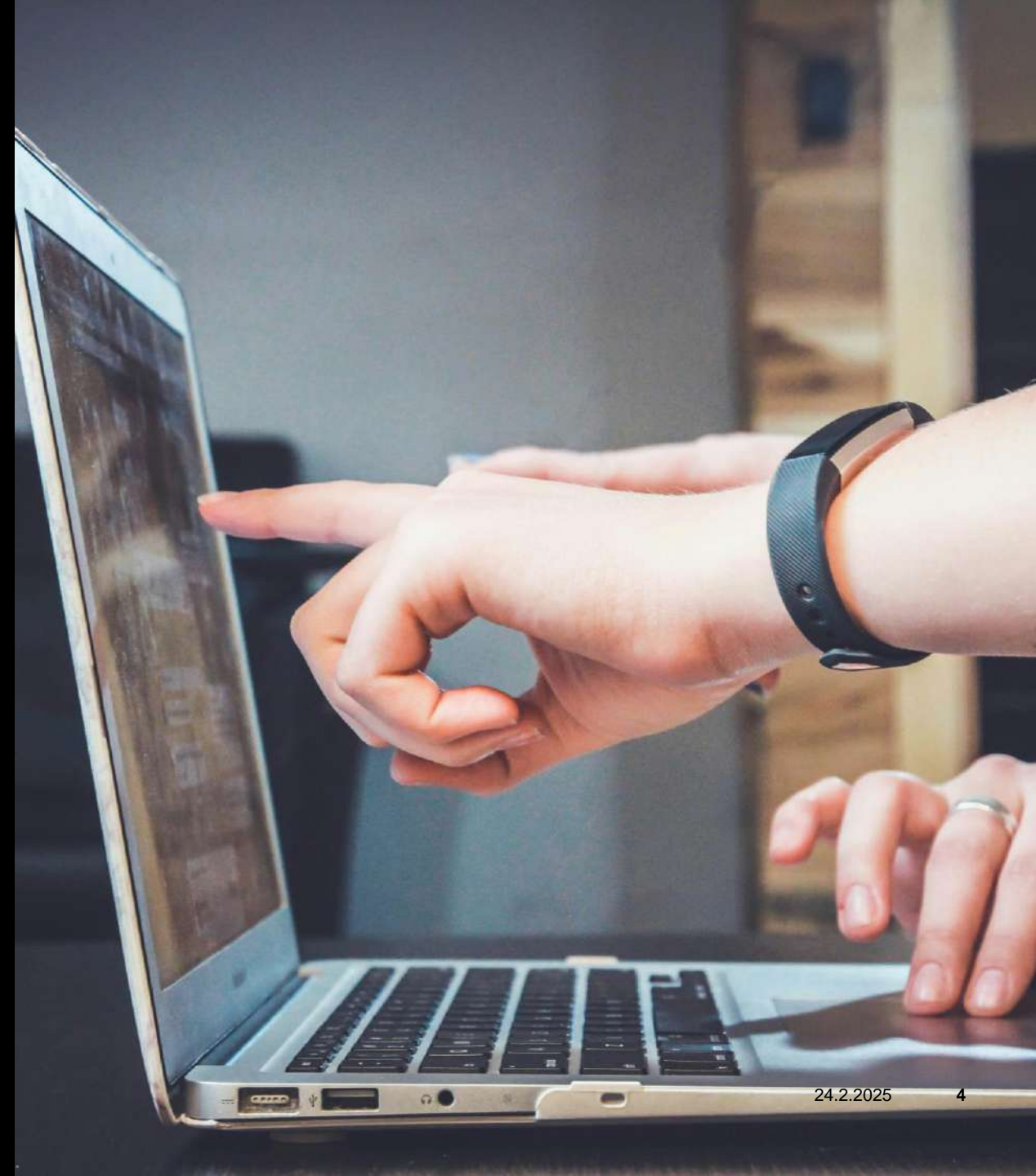
Monitoring mentoring progress & evaluation

## ***Sharing:***

Platform for information sharing

## ***Networking:***

Platform for networking, peer interaction & community engagement



# Basic use of digital tools: Case example 1

## *Business Mentors Finland, Finland*

*Target beneficiaries*

Early-stage (local) small business owners

*Duration*

Flexible, based on agreement

*Digital tools used*

- **Online application** and initial **matchmaking**
- Virtual mentor-mentee **meetings** (optional)



Main focus is, however, on localized (in-person) mentoring/monitoring through strong partnerships with regional actors (e.g. local entrepreneurs, companies, regional development agencies)

# Advanced use of digital tools: Case example 2

## *National Entrepreneurship Mentoring Programme, Hungary*

*Target beneficiaries*

MSMEs run by specific target groups (incl. youth)

*Duration*

6-12 months

*Digital tools used*

- Online application & **pre-mentoring survey** (incl. **inventory** to assess their entrepreneurial and personal skills)
- Online platform with mentor profiles (for **self-matching**)
- Virtual mentor-mentee meetings (optional)
- **GrowthWheel** – online monitoring & evaluation tool accessible to mentee, mentor, and supervisor





# Advanced use of digital tools: Case example 3

## *nlgroeit, Netherlands*

*Target beneficiaries*

Scale up entrepreneurs with an annual turnover between EUR 1-100 million

*Duration*

Flexible, based on agreement

*Digital tools used*

- Online **community platform** for peer & mentor support
- Virtual **mentor-mentee meetings** (optional)
- **Growth test**: online evaluation tool to provide quick feedback on which entrepreneurial skills are needed to improved



# Considerations for digital entrepreneurship mentoring

## ADVANTAGES

- ✓ Enables wider geographical reach
- ✓ Provides greater flexibility for scheduling sessions
- ✓ Allows continuous access to a large database of information, peers, and mentors
- ✓ Facilitates direct access to information for monitoring mentoring progress
- ✓ Reduces costs by minimizing travel and venue expenses

## DISADVANTAGES

- Depends on the digital skills of mentees and mentors
- Requires supportive infrastructure (e.g. strong internet connection)
- Reduces personal interaction, making it more challenging to create a sense of (local) community

# Guideline for mentoring and support programs



**Account for diversity** of target beneficiaries *and* mentors (e.g. level of digital skills, available infrastructure)



Provide digital skills training to help **navigate digital tools effectively**



Integrate digital tools with **in-person activities** (e.g. networking, additional business support)



Regularly assess and adapt digital tools to **ensure effectiveness of mentoring** and user-friendliness



Integrate a “**pay-it-forward**” system (i.e., mentees later becoming mentors) and include clear “**exit/divorce**” options in mentor agreement

**A!**

—  
Thank you!  
**aalto.fi**





# Youth Entrepreneurship Week

Powered by  Bundesministerium  
Arbeit und Wirtschaft

 Bundesministerium  
Bildung, Wissenschaft  
und Forschung

  
WIRTSCHAFTSKAMMER ÖSTERREICH

Dreamed up by

 IFTE

 AUSTRIAN  
STARTUPS



# What is the Youth Entrepreneurship Week?

The Youth Entrepreneurship Week **empowers young people** to see their future as being **full of opportunities and possibilities!**


Over the course of 3 ½ days, young people work together in teams on their **own ideas and projects for a better future**. The starting point are always issues from the young people's environment which they want to solve. Participants explore the concept of entrepreneurship and consider how they can become active themselves.



# A strong partnership

The Youth Entrepreneurship Week is strategically embedded and a measure of the **Austrian National Action Plan for Entrepreneurship Education**.

The initiative is a cooperation between the Federal Ministry of Labor and Economy, the Federal Ministry of Education, Science and Research, the Austrian Federal Chamber of Commerce, Austrian Startups and IFTE. Local, regional and nationwide cooperation partners are being included for the scaling and implementation of further Youth Entrepreneurship Weeks.

Powered by  **Bundesministerium**  
Arbeit und Wirtschaft

 **Bundesministerium**  
Bildung, Wissenschaft  
und Forschung



Dreamed up by









**How does a Youth  
Entrepreneurship  
Week work?**



# Key elements for the realization of a Youth Entrepreneurship Week

A Youth Entrepreneurship Week follows a tried and tested concept that guarantees quality and the desired content. This includes:

- **20 to 50 young people** between the ages of 14 and 19 can participate.
  - Every Youth Entrepreneurship Week is led by **two certified trainers** from the pool of trainers at IFTE and AustrianStartups.
  - The Youth Entrepreneurship Week takes place at an **external host** (e.g. co-working space, innovation center, partner company) if possible.
  - The Youth Entrepreneurship Week lasts **3 ½ days** and ends with a **final presentation** of the developed ideas to an external jury.
  - The Youth Entrepreneurship Week is implemented in cooperation with young entrepreneurs, established entrepreneurs and **experts from the ecosystem**. They support the young people as sparring partners during the week.
- 
- 

# Overview of the program

	Day 1	Day 2	Day 3	Day 4
<b>Session 1</b> 09.00 – 10.30	Welcome & Problem Definition	Start with „Why“	Business model incl. revenue model	Closing
<b>Session 2</b> 11.00 – 12.30	Idea Generation	Testing hypotheses & giving feedback		
<b>Session 3</b> 13.30 – 15.00	Market Research	Prototyping with Mentors	Storytelling & Pitching	Final pitch in front of jury followed by award ceremony
<b>Session 4</b> 15.30 – 17.00	Feedback & Simplification of the Idea		Working Session & Test Pitch	
<b>Aim of the Day</b>	Finding your own idea for solving a problem.	Create a prototype for the idea and learn how to deal with feedback.	Develop a business model including a revenue model.	Presenting your own idea to a jury.





# A network from Vorarlberg to Vienna

## **Since the start in September 2020 until today ...**

- 350 Youth Entrepreneurship Weeks have taken place throughout Austria
- 12,300 young people participated in that weeks
- 8 Youth Entrepreneurship Weeks Advanced have been organised

The successful organization of the Youth Entrepreneurship Weeks is only possible thanks to a strong network that is committed to education and the creators of tomorrow.

## **The Youth Entrepreneurship Week network now comprises:**

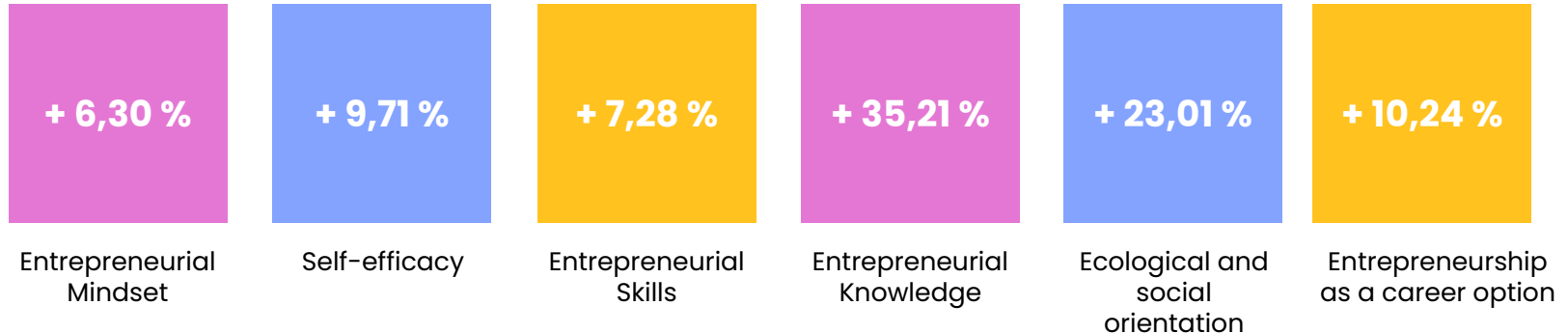
- 140 educational organizations
  - 120 external hosts
  - 280 trainers
  - 2,300 sparring partners
  - 300 teachers
- 
- 





**Impact  
scientifically  
confirmed!**


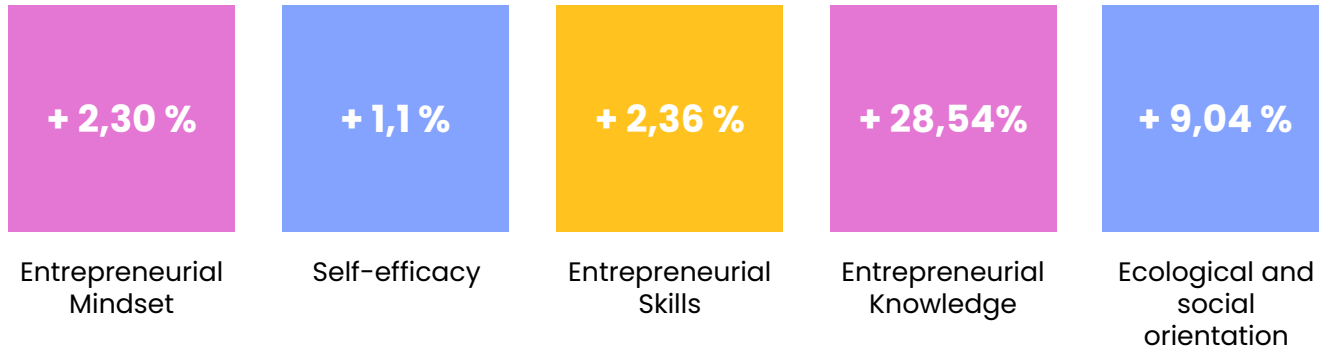
# The Youth Entrepreneurship Week has a short-term impact ....




Change in participants before and immediately after the Youth Entrepreneurship Week  
[n E-EP 1 = 1338, n E-EP 2 = 886, n E-EP 3 = 440 participants, 28 weeks] 7-point scale: 1 (strongly disagree) to 7 (strongly agree)



# ... and also a long-term effect!





Change in participants before and immediately after the Youth Entrepreneurship Week  
[n E-EP 1 = 1338, n E-EP 2 = 886, n E-EP 3 = 440 participants, 28 weeks] 7-point scale: 1 (strongly disagree) to 7 (strongly agree)





# Our experience so far

- **Young people** are encouraged and see themselves as active participants in our society.
  - The Youth Entrepreneurship Week is a **low-threshold program** and brings the subject of entrepreneurship to many new schools. The format opens doors and accelerates the entrepreneurship journey of young people.
  - Ideal **networking opportunity** between young people, educational organizations and the entrepreneurship ecosystem.
  - **Trainers and sparring partners** are very enthusiastic and play a key role in supporting the initiative.
  - **Educational organizations** are proud of their young people and are delighted with the format.
- 
- 

# Contact Details

Would you like to support us or would you like more information? Then simply get in touch with us!



Valentin Mayerhofer  
[valentin.mayerhofer@ifte.at](mailto:valentin.mayerhofer@ifte.at)  
+43 676 4322748



***YES!*** to the ***Leverage*** of ***NEETs' Skills***: Lessons Learnt  
Through the Outreach and Implementation  
Methodology of *YES!* and the Way Forward

***A Greek Case Study***

***YEPA WORKSHOP 5***

***Entrepreneurship Skills and Mindsets***

19.02.2025





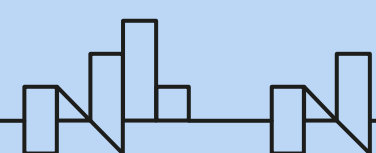
Iceland  
Liechtenstein  
Norway grants

Norway  
grants

*Scaling trust-based partnership models to  
recharge youth entrepreneurship:  
Supporting underserved communities  
with innovative entrepreneurship support  
instruments  
(TPM-RYE)*

***“YES! Project”***

*Active Youth  
EEA and Norway Grants Fund for Youth Employment*





# #YoungEntrepreneursSucceed

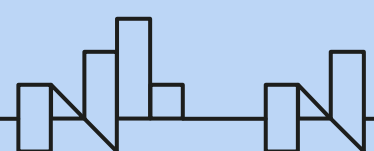
HOME | EEA/NORWAY GRANTS | PARTNERS | SUCCESS STORIES | RESOURCES | NEWS | AGENDA | CONTACT



THE SCALING TRUST-BASED PARTNERSHIP MODELS TO RECHARGE YOUTH ENTREPRENEURSHIP: SUPPORTING UNDERSERVED COMMUNITIES WITH INNOVATIVE ENTREPRENEURSHIP SUPPORT INSTRUMENTS (TPM-RYE) PROJECT, BENEFITS FROM €2,3M GRANT FROM ICELAND, LIECHTENSTEIN AND NORWAY THROUGH THE EEA AND NORWAY GRANTS FUND FOR YOUTH EMPLOYMENT. THE AIM OF THE PROGRAMME IS TO ACTIVATE UNEMPLOYED YOUTH TO ACCESS THE LABOUR MARKET AND PROMOTE ENTREPRENEURSHIP.

YOUNG ENTREPRENEURS SUCCEED (YES!) IS A TRUST-BASED PARTNERSHIP ENGAGING 8 PUBLIC & PRIVATE INSTITUTIONS FROM GERMANY, GREECE, ITALY, POLAND, SPAIN, AND UNITED KINGDOM WITH WIDE EXPERIENCE PROMOTING

<https://youngentrepreneursucceed.com/>



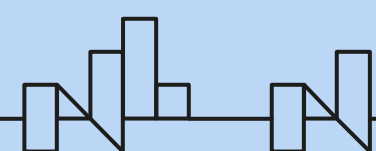


# Objectives of the project

1. To **pilot the Trust-based Partnership Model (TbPM)** and provide **direct services to NEETs** aged 18-29 y.o. in the country partners (Greece, Italy, Poland, Spain) to enable their access to the labor market or facilitate their entrepreneurship.
2. To gather **evidence** and improve results & **social impact** of the model.
3. To **mobilize** stakeholders and advocate for additional support for **model scaling**.

Project duration (**2018-23**): 42 +18 months

Budget: **3,3 M€**



# TPM-RYE partners



1. *Agricultural University of Athens-Research Committee / Greece (LP)*

2. *Development Agency of Karditsa S.A / AN.KA. S.A., Greece (IP)*

3. *Foundation Technology Incubator (YBP) / Poland (IP)*

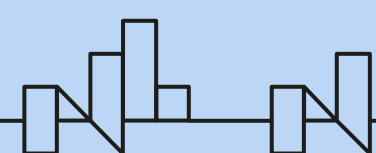
4. *Microfinanza S.R.L. / Italy (IP)*

5. *Autoocupació / Spain (IP)*

6. *Munich Business School / Germany (ExP)*

7. *Kiz Sinnova. Company for Social Innovation gGmbH / Germany (ExP)*

8. *Youth Business International (YBI) / United Kingdom (ExP)*



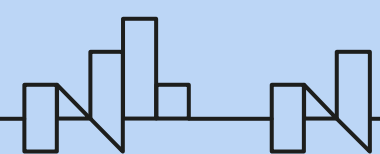
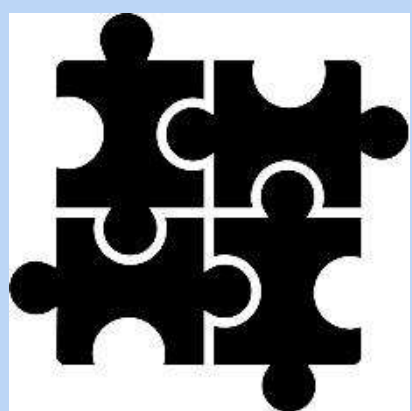




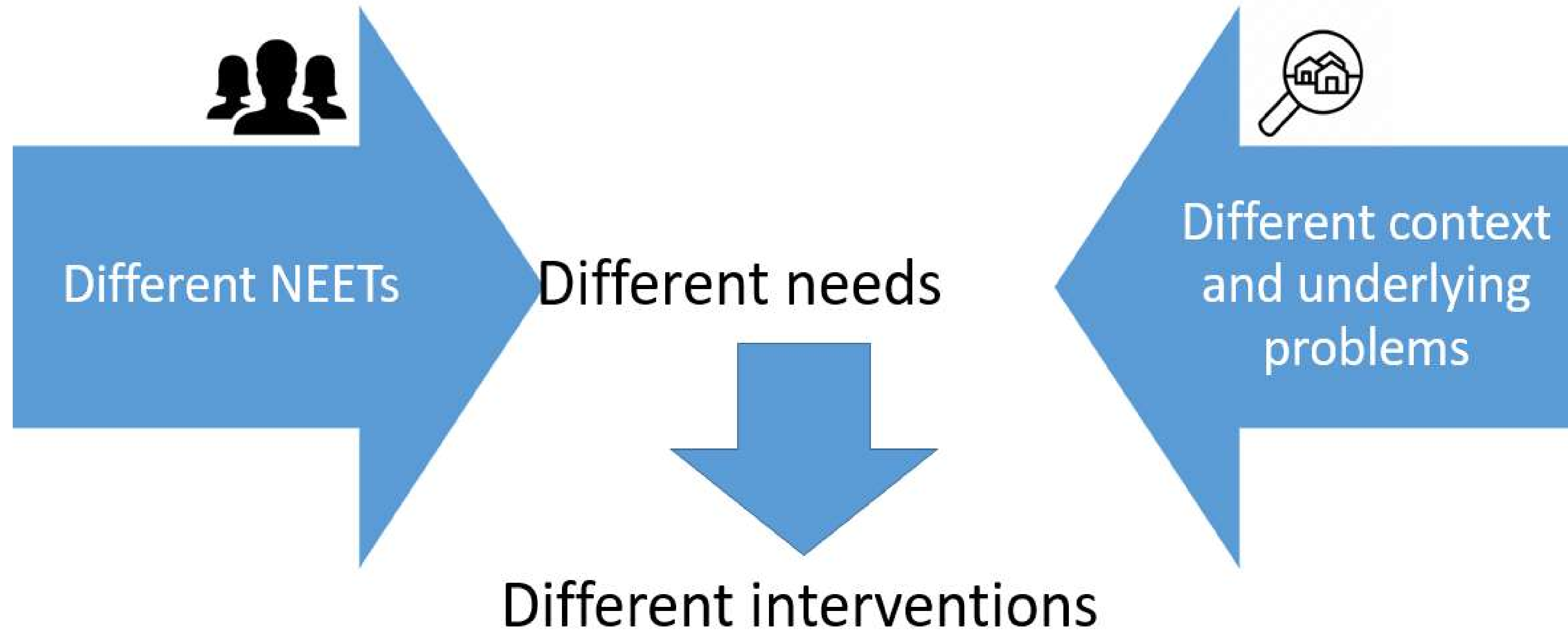
15<sup>th</sup> birthday



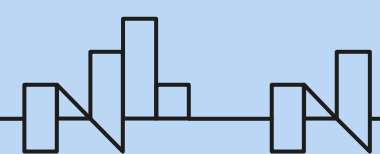
30<sup>th</sup> birthday



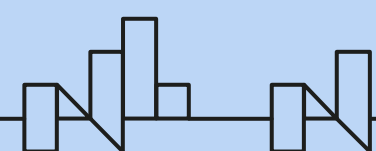
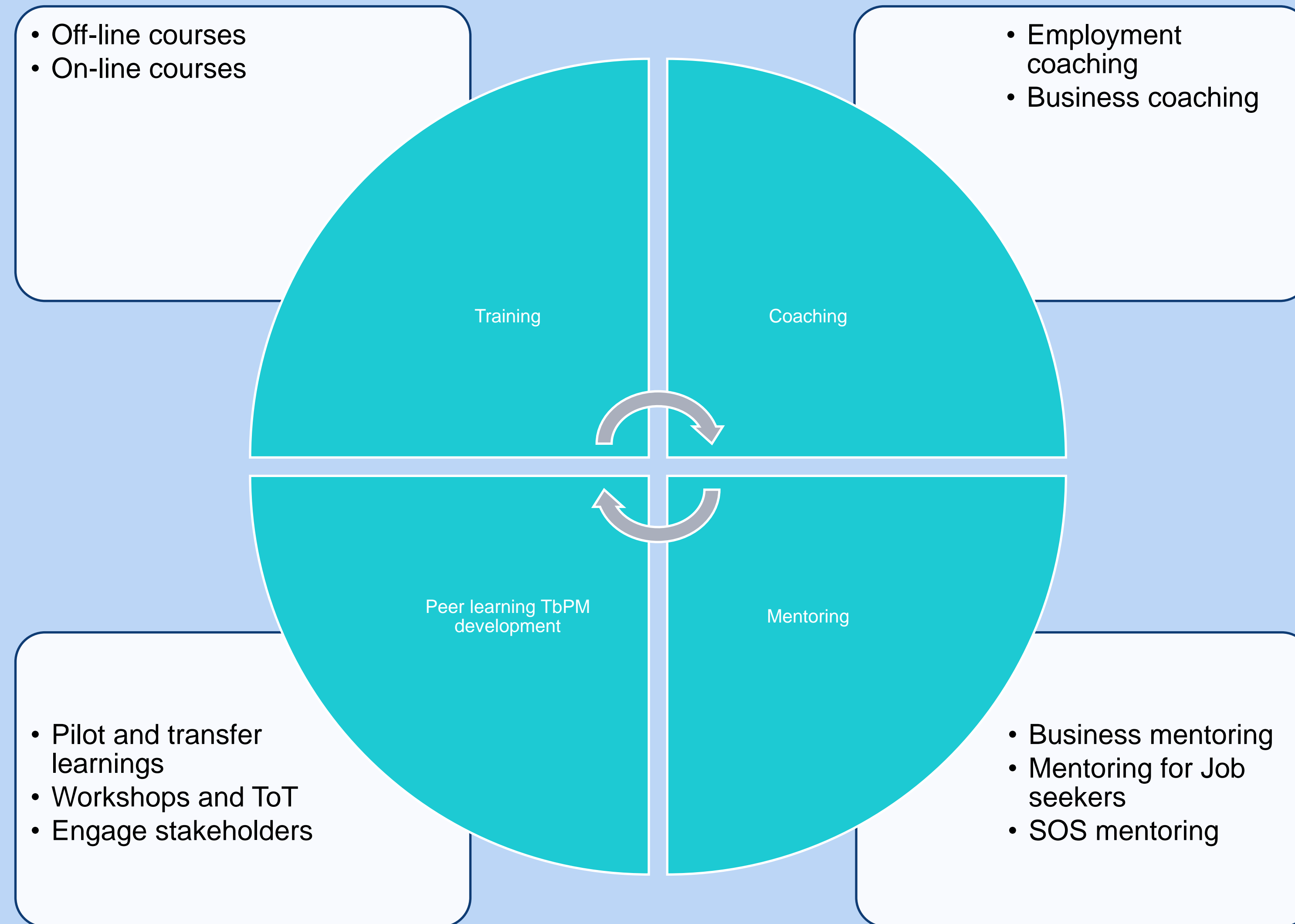
# Conclusion



# NEETs at different stages (also Organizations are often in different stages 😊 )



# Implementation activities



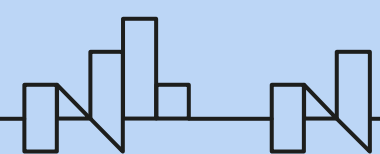


# Three (3) Main Types of Interventions

Training on several topics

Coaching

Mentoring

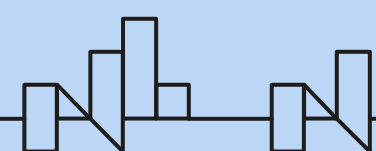


# 1<sup>st</sup> type of Intervention: Training (which rather focuses on **hard** skills development)

- Both **online** and **offline** training courses of 50 hours each.
- In the aftermath of COVID-19, approach towards more offline meetings, targeting mostly low-skilled NEETs and **ex officio vulnerable groups** such as members of the **ROMA** population, persons with a **refugee/migrant background, homeless persons, persons in the rehabilitation process, prisoners.**

## **Overview of the training courses content**

- ✓ Online Training courses on digital skills and programming languages (e.g. Python, Javascript, HTML/CSS), Digital Marketing, Touristic Marketing, Video and Board Gaming.
- ✓ Offline Training courses on Make-up, Coiffure, Winery, Social Economy and Entrepreneurship, Social Integration (the latter to NEETs with a refugee profile), Barista, Woodcrafts.

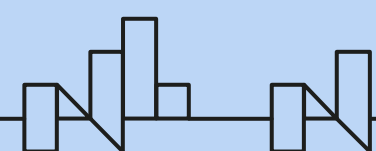


# 2<sup>nd</sup> type of Intervention: Coaching (which targets both hard and soft skills)



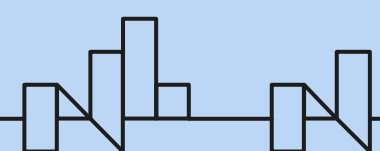
## AVAILABLE COACHING SERVICES

Title	Target-group	Number of hourly sessions	Content
Employment coaching services	Employment seekers	4-7	Development of personal employment plan/ Upgrade of the personal marketing (CV, Social media accounts & Role Play/Simulation of Job Interview)
Business model coaching services	Future entrepreneurs (initial business idea)	4-6	Development of Business Model
Access to Finance coaching services	Future entrepreneurs (completed business plan)	4-6	Assessment and upgrade of the investment readiness level



# Coaching services (content, structure)

- **4 hours of basic coaching services** per participant as a basic core package of services and possibility of some **3 extra coaching sessions on CV, Social Media and Preparation for a Job Interview via role-plays** adjusted to the NEET's background and professional goal-setting.
- As of March 2021 YES! coaching service became accessible to **NEETs with a refugee profile**. For this purpose, coaching tools, with the use of the Neuro-linguistic Programming (NLP) method, adjusted to this specific target group, were developed, such as the vision board and the gratitude exercise, assigned as homeworks.

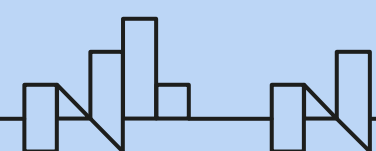




## 3<sup>rd</sup> type of Intervention : Mentoring (which targets **both hard and soft skills**)

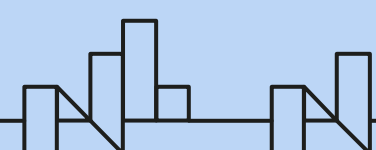
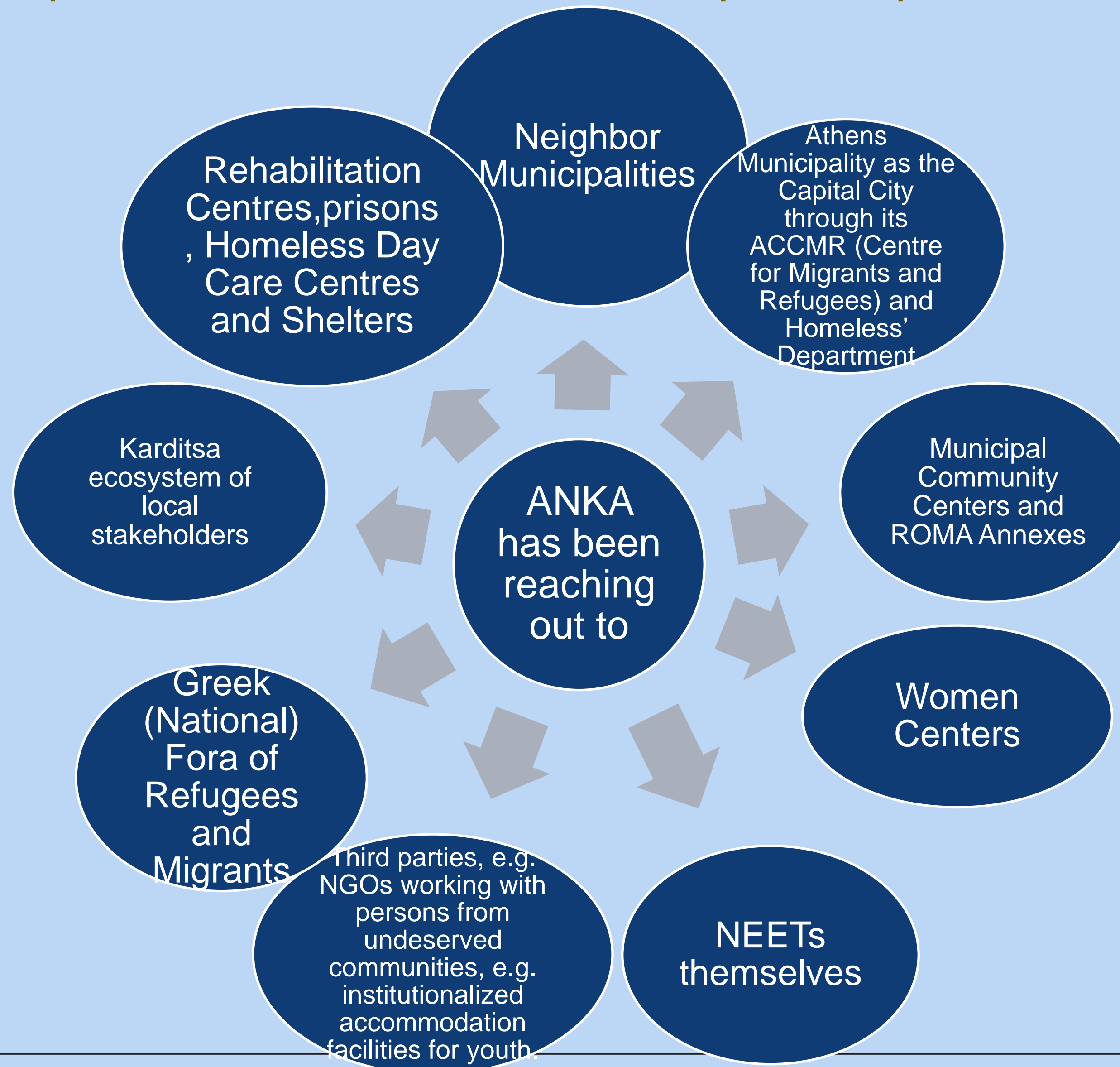
### *THE “CHALLENGE”*

- A **stronger mentoring culture** countrywide has started being developed only in the recent years. It seems that **mentoring trainings** should be conducted **on a systematic basis** so that mentors do not lose their level of interest. Points which could serve as incentives for someone to join as mentor the mentoring scheme: the joy of offer, networking with other like-minded people (e.g. LinkedIn mentors' groups), visibility (e.g. an open-source mentors' registry).
- In November 2021, the first offline meeting with members of the Greek Forum of Refugees (GFR) was held in Athens along with the respective mentoring training workshop for refugees interested to join our mentoring scheme.



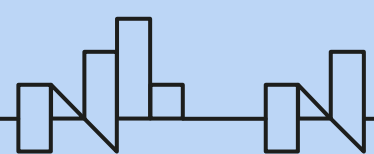
ANKA's outreach strategy for the establishment of a strong TBPM that could enable access to YES! Services by vulnerable social groups (e.g. refugees, migrants, homeless persons, ROMA, prisoners, persons in the rehabilitation process)

Which stakeholders have been approached?



# The updated total numbers - Outputs

Activity	Status	Spain	Italy	Greece	Poland	Total
Training	Started	623	901	1163	422	3109
	Finished	568	901	866	309	2644
Coaching	Started	617	332	130	80	1159
	Finished	581	302	98	63	1044
Mentoring	Started	165	131	123	89	508
	Finished	135	101	17	66	319



# Outcomes

→ **607** Jobs created

→ PL 110 , IT 76 , SP 194, GR 227

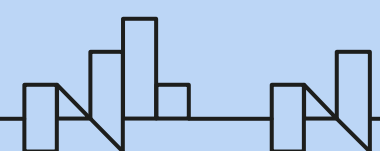
→ **825** in Active job searching (or returned to schools/studies)

→ PL 18, IT 332 , SP 291, GR 184

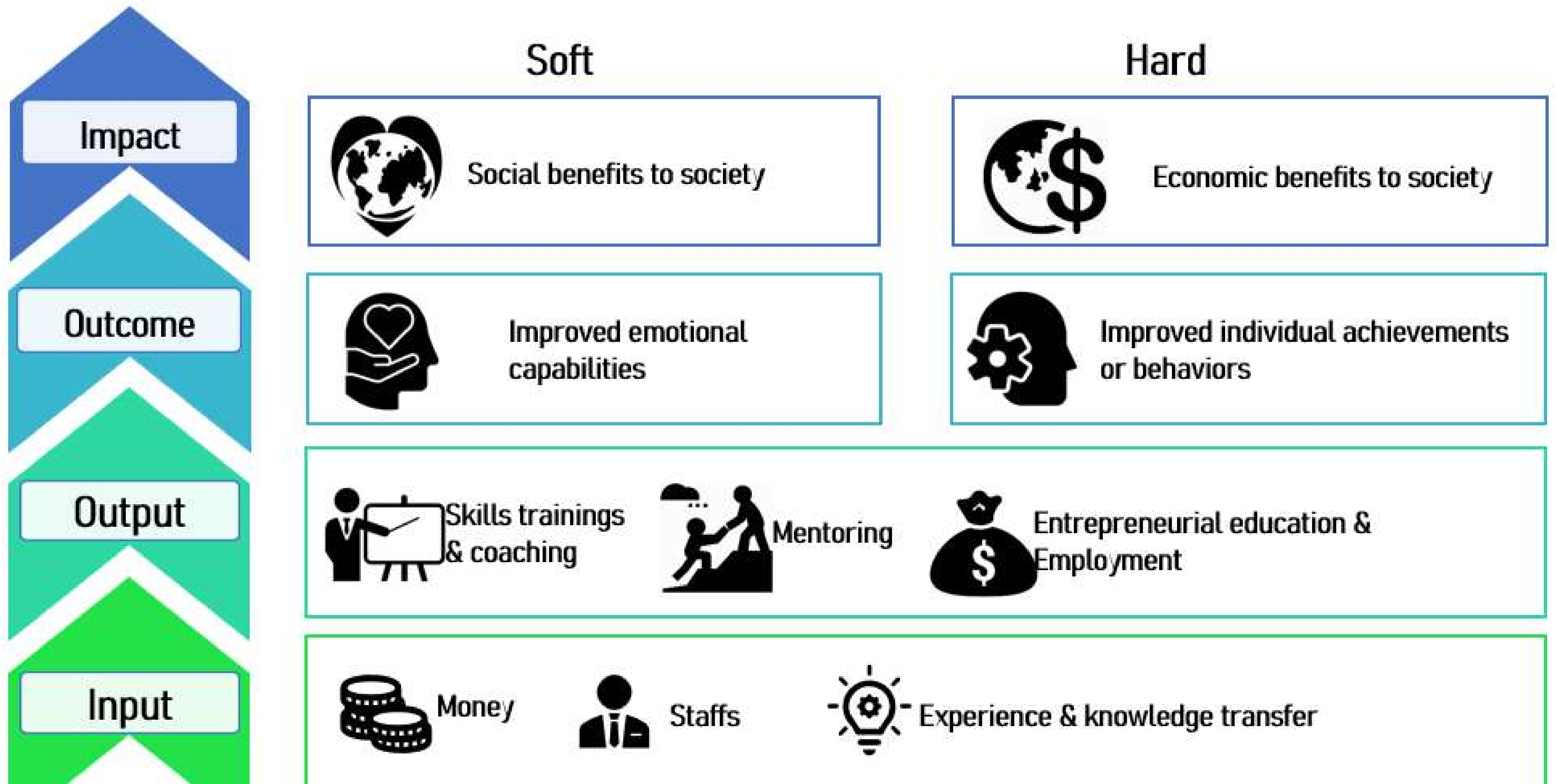
→ **372** in the process of starting their own business

→ PL 10, IT 131 , SP 165, GR 66

→ in total **1804 out of 2644** (two out of three – 68.23%)



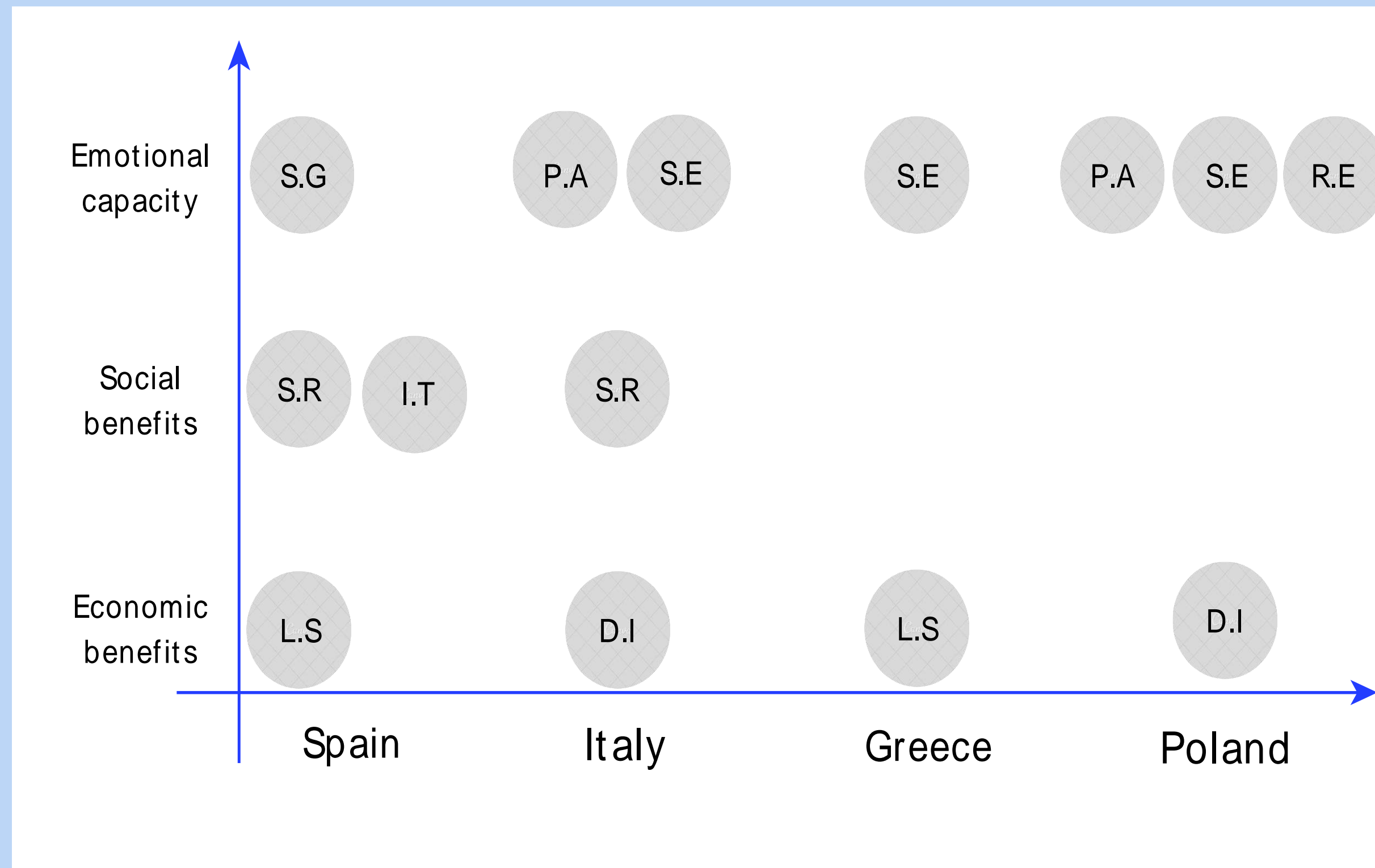
# What is our theory of change?





# Results and country examples

Graph showing significant contributions of variables across countries



S.G = Search-goals  
S.R = Social responsibility  
P.A = Proactivity  
S.E = Self-efficacy

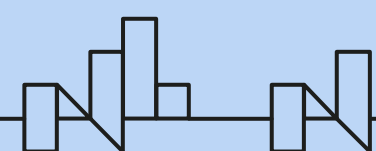
D.I = Disposable income  
I.T = Institutional trust  
L.S = Labor status

N:B  
Sample sizes varies  
across country

## Take-aways

- In general, the interventions statistically contributed to the development of **emotional capacity** of the NEETs who benefited from the interventions.
- Training as well as coaching and mentoring can help NEETs navigate the labor market through employment or entrepreneurship. The **holistic approach** is efficient.
- Working with NEETs requires **commitment** from both the coaches/mentors and the NEETs themselves.
- NEETs can develop **loss of enthusiasm** in mentoring when the duration becomes too long.

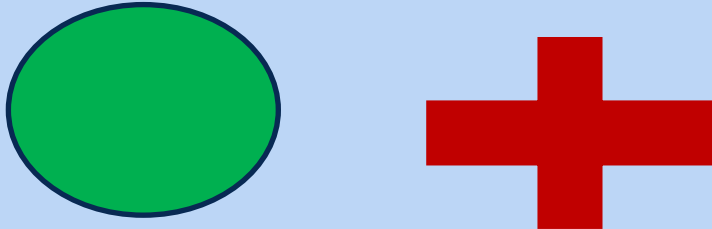
# Overall results: soft outcome



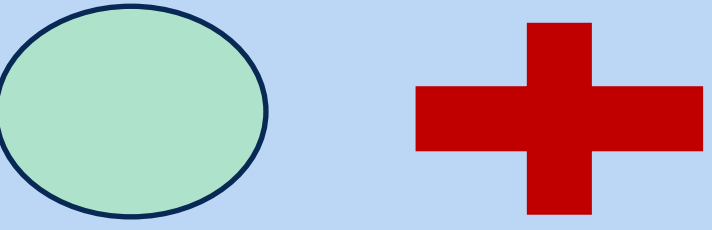
# Overall results: hard impact

Intermediate report

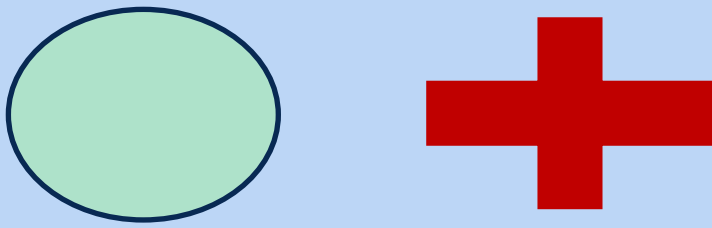
Labor status



Lifetime cost

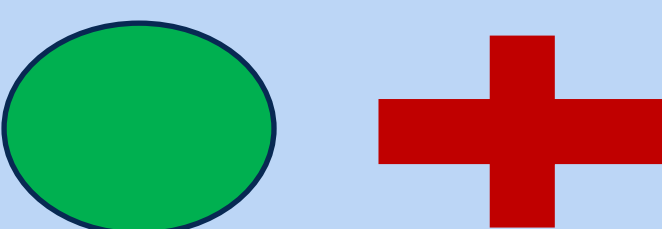


Disposable income

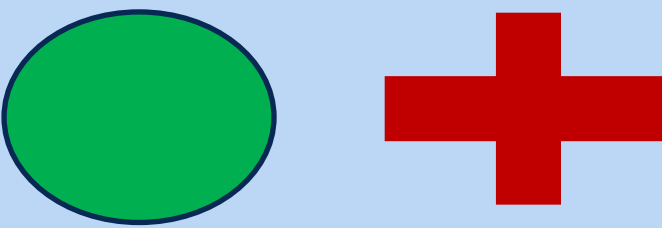


Final report

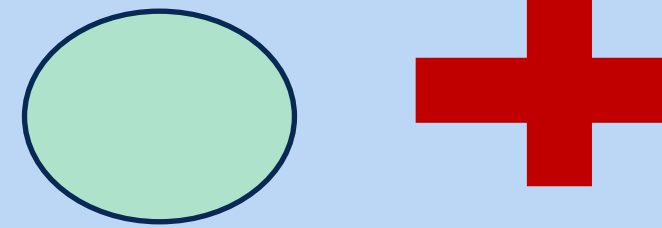
Labor status



Lifetime cost



Disposable income

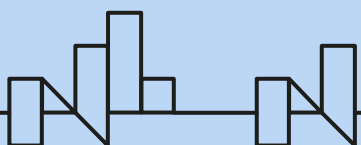


= Significant

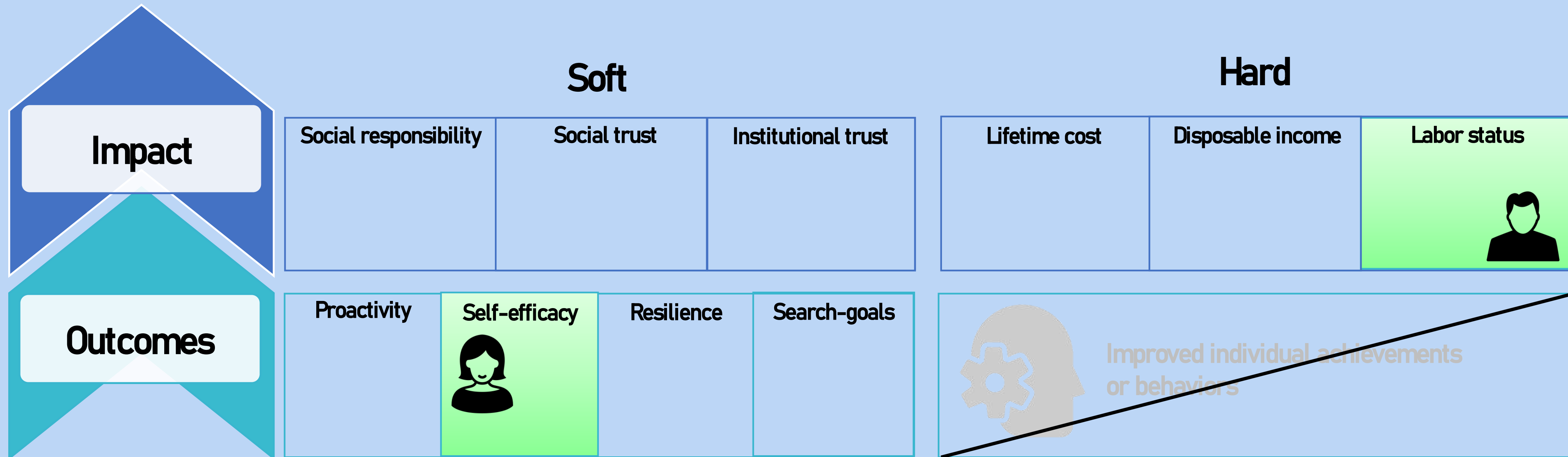
= Insignificant

= Positive change



= Negative change

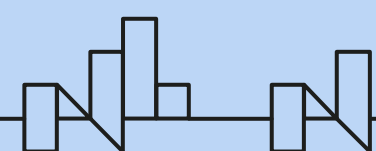


# Results by gender: women & men

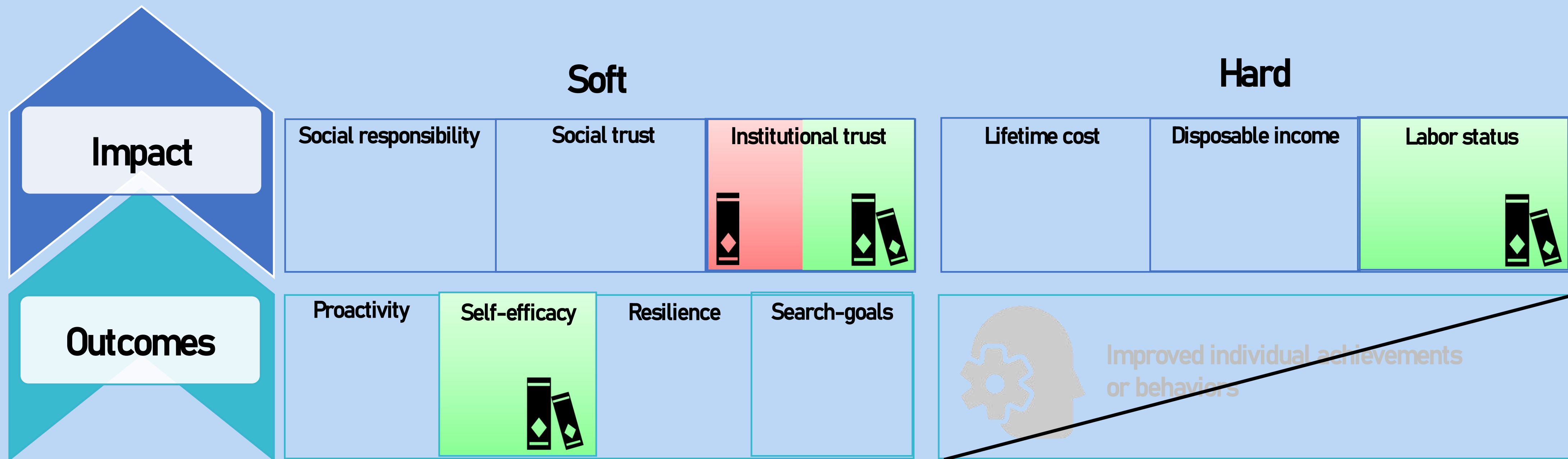


The colored rectangles indicate for which variables the pre/post differences found were significant



-  = negative change
-  = positive change

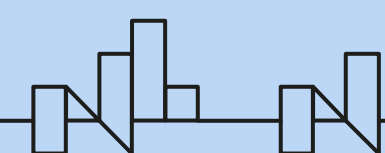


# Results by education: with & without university degree



The colored rectangles indicate for which variables the pre/post differences found were significant

-  = negative change
-  = positive change

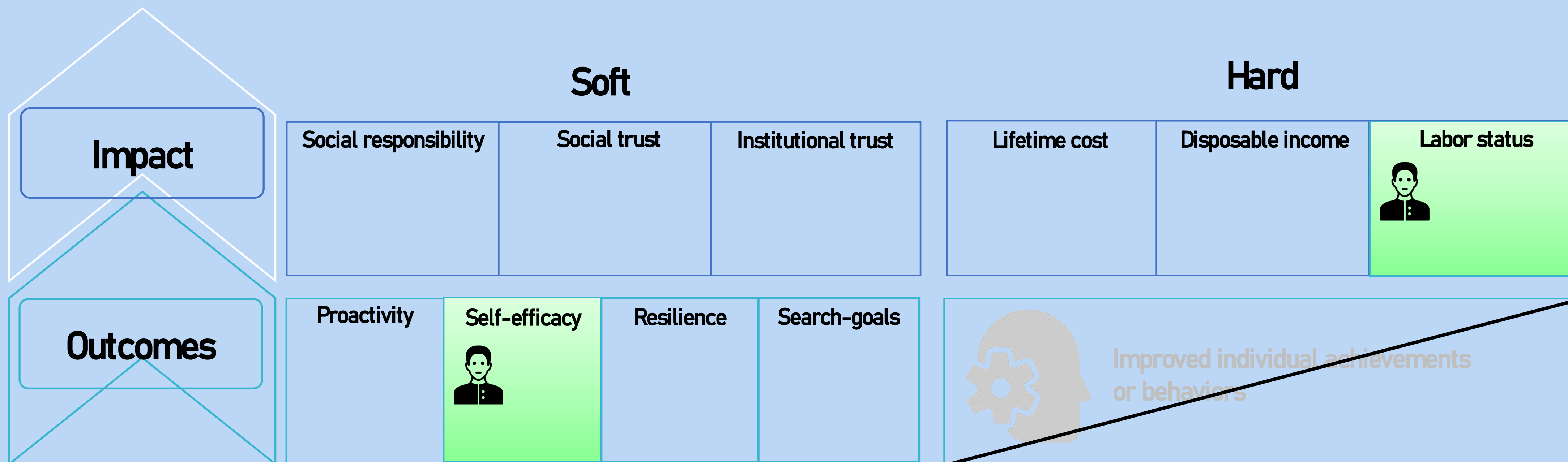




# Results by age: less than 24

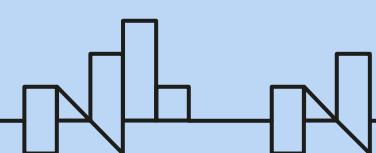


# and 25-29



The colored rectangles indicate for which variables the pre/post differences found were significant

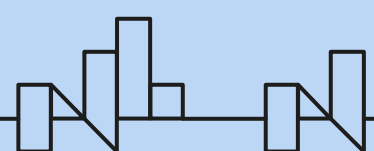
- = negative change
- = positive change



# Sustainability and exploitation in the post-funding period

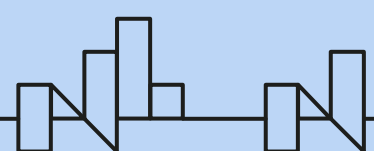
**KYPEA**, operated by AN.KA S.A. emerged as a **spin-off of YES! Project**. This specialized center promotes entrepreneurship among **unemployed and vulnerable groups** in Karditsa municipality, receiving funding from the European Social Fund (**ESF+**) through **Thessaly Regional Program 2021-2027**. The center represents an evolution in local entrepreneurship support, building upon YES's foundation while expanding its scope to provide comprehensive **business development services, psychological support, and social integration programs**.

**Ready4Work**, an **ESF+/SI+** funded ongoing Project, represents the mainstreaming of a proven SI initiative that evolved from AN.KA S.A.'s experience with YES! project. Building upon YES!'s successful implementation of mentoring methodology, Ready4Work adapts this proven approach to focus specifically on **vulnerable youth employment**. The project aims to establish **voluntary mentoring** as an impactful learning tool, supporting vulnerable young people's transition into employment, whether from education or inactivity, while enhancing their employability and quality of life. This evolution demonstrates how YES!'s successful methodologies are being adapted and expanded to address specific social needs in new contexts.



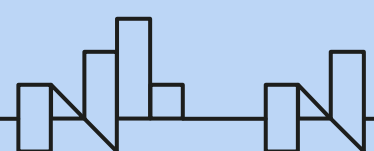
# Summary-Lessons learned

- Several positive effects on **soft outcomes** (emotional capabilities) and **hard impact** (economic benefits)
- Increase in **self-efficacy** and positive change in **labor status** are significant for the overall sample.
- Especially beneficial effects on people **with a university degree**, people between **25-29** years old
- **Few negative** effects on soft impact (social benefits to society): Decrease in institutional trust, only for people without a university degree.



# It's not always about numbers!

- Organizations develop a **culture of measuring success**
  - Monitor, improve, learn from success and failures
  - Focus on appropriate systems: relevance, effectiveness, sustainability and cost-efficiency
  - Apply a holistic approach when possible (not just through one type of intervention but more).
- Learn **how to learn**
  - Outreach, target groups' profiles, pilot, then mainstream and share learnings and experience
- Actively **engage in public dialogue** (on youth employment phenomena)
- Actively **contribute to policy** co-design/co-creation & co-delivery

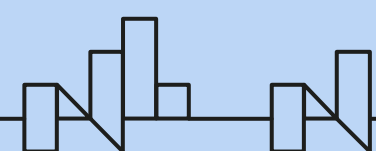


# Visibility of YES! across a wider audience of stakeholders

YES! Project has been selected by the **SHARE Network** and **SPRING Project**, which debates social inclusion and integration, to feature on its catalogue of good practices projects so as to inspire stakeholders and practitioners to duplicate its services in accessing the labor market and entrepreneurship.

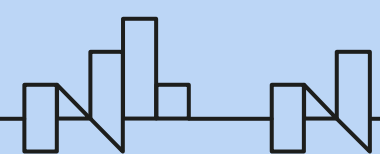
YES! Project has been presented before **Eurocities Network** consisting of European Municipalities actively involved in the social integration and inclusion of refugees.

YES! has been launching **success stories** with NEETs from participant countries.





# It's always about youth !





# Thank you for your attention!

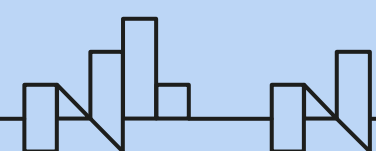



«DEVELOPMENT AGENCY OF KARDITSA S.A»

(AN.KA. S.A.)

Evangelos Sakellariou/ Director General/ [sakellariou@anka.gr](mailto:sakellariou@anka.gr)

Eleni Bletsa / YES! GR Project Manager / [empletsa@bankofkarditsa.com](mailto:empletsa@bankofkarditsa.com)





Workshop #5 - OECD-EU Youth Entrepreneurship Policy  
Academy (YEPA)

# **Fostering entrepreneurship skills and mindsets among youth**

by Aymeric Marmorat

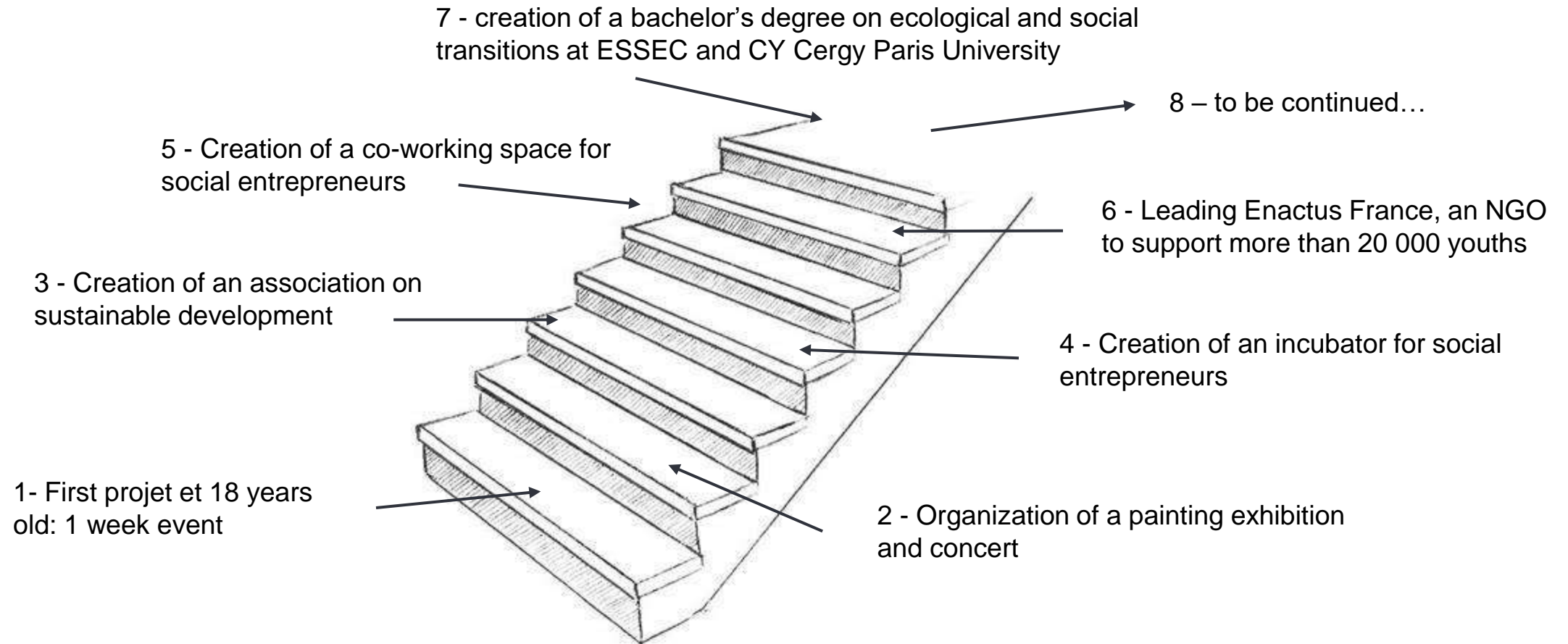
# Entrepreneurial skills and mindset



**IDEAS**  
into  
**A·C·T·I·O·N**

Entrepreneurship is the ability  
to turn an idea into action

# My Entrepreneurial journey



***The entrepreneurial journey is like a staircase,  
each project is a step towards the next***



# Learning through experience

Entrepreneurship is like riding a bike, it is learned through experience, not just theory. Testing, failing, bouncing is part of the process.



# 1. From desire to idea – Awareness



The power of role models



Organizing bootcamp to learn by doing



Integrating projects experience into the school curriculum

# 2. From Idea to Project – Pre-Incubation

## EMPATHIZE



Interviews

Shadowing

Seek to Understand

Non - Judgmental

## DEFINE



Personas

Role Objectives

Decisions

Challenges

Pain Points

## IDEATE



Share Ideas

All Ideas Worthy

Diverge / Converge

"Yes and" thinking

Prioritize

## PROTOTYPE



Mockups

Storyboards

Keep it Simple

Fail Fast

Iterate Quickly

## TEST



Understand Impediments

What Works?

Role Play

Iterate Quickly



# 3. From Project to Creation – Incubation



Support people,  
not just projects



The myth of the  
business plan



Encourage peer  
learning

# To conclude



Inspire youth and spark their  
desire to act



Support youth in turning an  
idea into a project



Create an environment that  
fosters experimentation